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Columbia University Quarterly

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Ervin Alden Tucker, <i>with Portrait</i>	F. S. FIELDER
Howard Van Fleet Furman.	

With the June issue was published a 92-page Supplement, containing a complete account of the Election and Installation of Nicholas Murray Butler, Ph.D., LL.D., as President of the University, with a photogravure frontispiece of the new President.

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Willard Humphreys, <i>with portrait</i>	C. H. YOUNG
Ogden N. Rood, <i>with portrait</i>	J. H. VAN AMRINGE

EACH number also contains Editorials, upon matters of current interest; University Notes, recording events of importance in the development of all departments of the University, including contributions from the College of Physicians and Surgeons, Barnard College and Teachers College; Alumni Notes; summaries of the more important University Legislation; and useful collections of Statistics.





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COLUMBIA UNIVERSITY QUARTERLY

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Columbia University Quarterly

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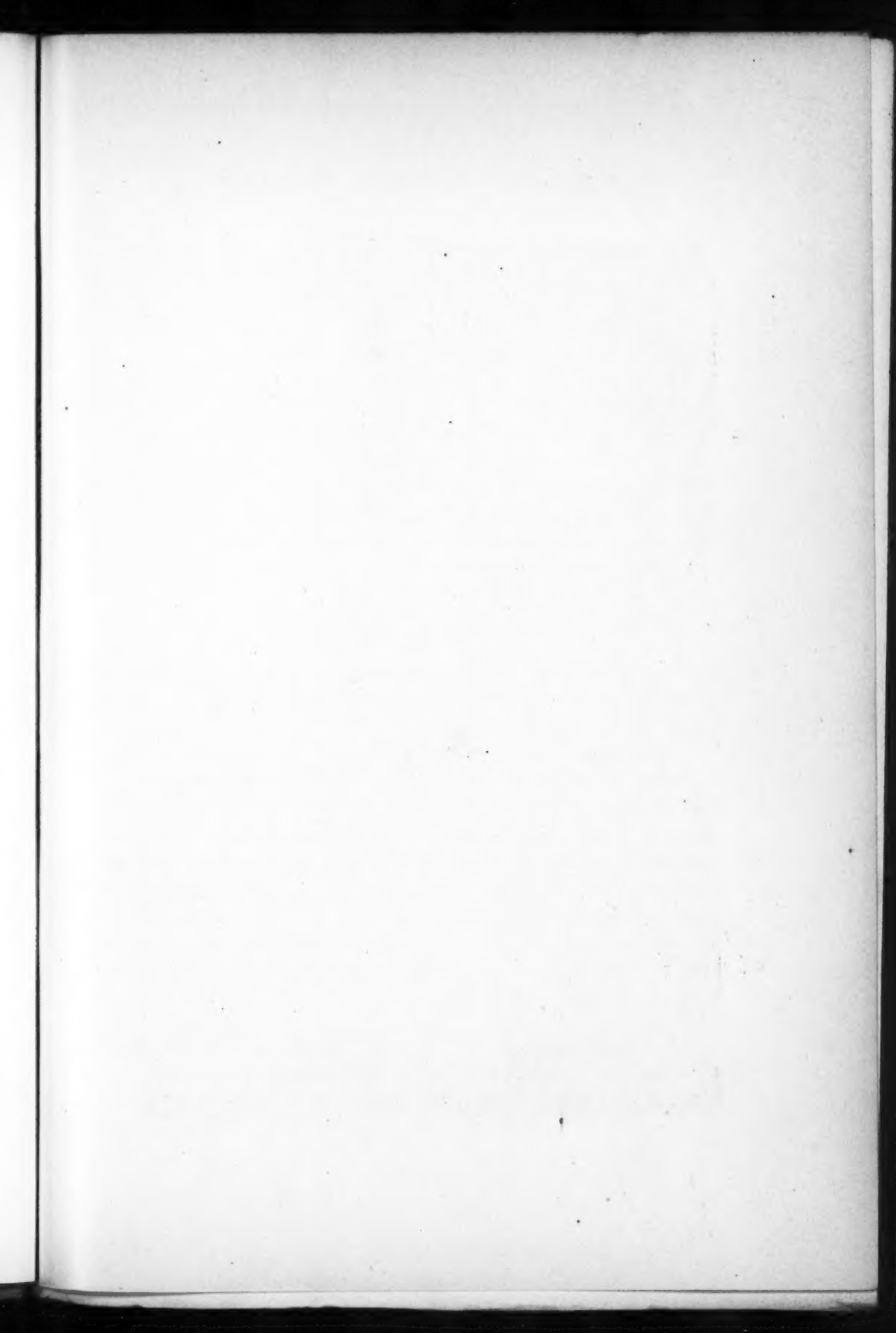
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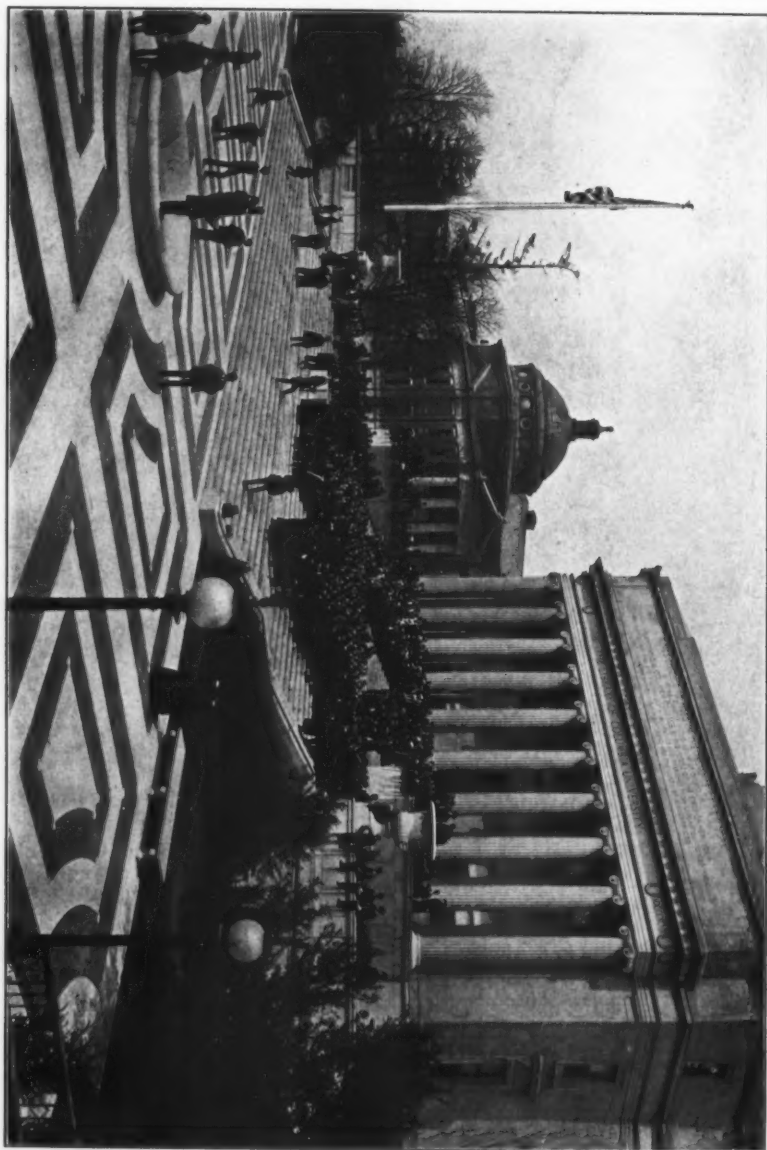
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INSTALLATION OF PRESIDENT BUTLER
FROM THE COLUMBIA UNIVERSITY CALENDAR, 1903.

COLUMBIA UNIVERSITY QUARTERLY

VOL. V—MARCH, 1903—No. 2

SHORTENING THE COLLEGE COURSE

OPINIONS OF THE FACULTIES

ON October 24, 1902, President Butler addressed to each professor and adjunct professor of Columbia University, including Teachers and Barnard Colleges, a circular letter inviting a free expression of opinion in answer to the following questions:

1. Should the basis for admission to the professional schools of the University, *i. e.*, Law, Medicine, Applied Science and Teachers College, be
 - (a) The completion of a secondary school course,
 - (b) The completion of a four years' college course, or
 - (c) The completion of a shortened college course?
2. If you prefer 1 (c), to what extent should the college course be shortened?
3. Should any degree, or other academic designation, be granted for the completion of a college course less than four years in length? If so, what degree or designation?
4. Is the existing arrangement by which a College Senior may take the first year of a professional course and count it toward the degree of A.B. satisfactory as a permanent policy?

This letter has elicited 121 replies, and in all but four of these some at least of the above questions are answered. The

President, deeming it of interest to the University that the trend of faculty opinion should be known, but unable himself to make, as he had planned, a digest of this mass of correspondence, has entrusted to the QUARTERLY this important and responsible task.

In endeavoring faithfully to discharge this duty, we have been confronted with some difficulties. Not in every answer is the individual attitude of the writer unmistakably discernible. A frank statement that no opinion has been formed presents no difficulty; but some of the answers express opinions and yet leave room for doubting where the writers really stand. For example: a writer states or indicates that he prefers one solution of a problem, but would support, or accept, or refrain from opposing a different solution "as a compromise." In such cases we have regularly counted the writer as a supporter of the plan which he seems to prefer. If, however, a writer accepts as necessary a solution which he personally dislikes, we have regarded him as voting for that solution, since no one can be said to maintain a position which he confesses to be untenable and virtually evacuates. In construing these and other unclear answers, we have probably made occasional mistakes. Some of these mistakes may offset each other; in any event, they will not seriously impair the correctness of our summaries, because in the correspondence as a whole opportunities for misconstruction are relatively infrequent. The doubtful answers are exceptional. The same is true as regards confessed absence of formed opinion. Nearly all the replies are categorical and clear, although many are accompanied by saving clauses, *e. g.*, that the writer speaks with assurance only as regards his own school or department, or that his views may be modified by discussion.

In the endeavor to indicate the principal arguments advanced on either side of the questions propounded, a difficulty has been encountered which at first seemed serious. The President's letter did not specifically call for reasons, but for opinions; and in nearly half of the answers opinions only are

given. Some of the writers expressly state it to be their understanding that opinions only are desired; others say that they have refrained from setting forth their reasons lest the burden of reading so many lengthy replies should become intolerable. More than half of the replies, however, indicate or express the considerations which have led the writers to some at least of their conclusions. Many take as their point of departure the President's Report to the Trustees with its appendices, and either accept the arguments therein contained or briefly set forth the grounds of their dissent. Others, and not a few, send in practically complete briefs. On the whole, the replies which indicate or develop arguments are perhaps sufficiently numerous, sufficiently representative of all the different faculties, and sufficiently divergent in their conclusions to justify the assumption that the considerations on which the unexplained votes rest are probably all in evidence. In many instances the arguments which figure in every discussion of the college course are presupposed or merely suggested; experts writing to an expert do not feel obliged to develop familiar lines of thought; but it is easy, whenever it seems necessary, to fill out the sketch.

I

That a college course of two or more years' duration, or a course of two or more years in a scientific school of collegiate rank, or equivalent examinations, should be required for admission to all the professional schools of Columbia University (at least as regards candidates for the professional degrees) is the almost universal opinion not only of the teaching force* at large but also of the professional faculties. The Law Faculty, which has already adopted this requirement, is unanimous in its support. The vote in each of the other professional faculties, on the question of demanding such a preliminary college course for admission to the school or schools

*It is of course not strictly correct to describe the professors and adjunct professors as "the teaching force," since they constitute less than a third of it; but they represent its opinions not only in theory but in fact.

under its especial charge, is as follows: Medicine (including the clinical professors) 14 yeas, 2 nays; Applied Science,* 23 yeas, 4 nays; Teachers College, 15 yeas, 3 nays. A few writers, however, qualify their advocacy of a preliminary college course by insisting not only that equivalent training be accepted but that equivalency be liberally construed. In some instances the vote is limited to the school with which the writer is connected; in other instances a different rule is suggested as desirable in some other school or schools. Some of the legal and medical professors who favor the requirement of preliminary college study for their own schools express doubt regarding the schools of Applied Science; while, conversely, several of the professors in the Faculty of Applied Science and in the Teachers College Faculty who oppose this requirement as regards their own schools favor it as regards the Schools of Law and of Medicine. The remainder of the University (non-professional faculties and Barnard College)† is unanimous in its support of the requirement, at least as regards the Schools of Law and of Medicine. One voter in this group excepts the Schools of Applied Science from the proposed rule, and several express uncertainty as regards these schools and Teachers College. That the proportion of dissent, slight as it is, in each of the professional faculties should be so closely reproduced in the faculties not primarily concerned—*i. e.*, in the other professional faculties and in the non-

* In this and all following summaries, the Department of Architecture is included in the Faculty of Applied Science. In no important respect does the average opinion of this department vary from the average opinion of the Faculty of Applied Science.

† In Columbia University many professors have seats in more than one faculty. Nearly all the Barnard College professors and all the professors of Columbia College belong either to one of the non-professional faculties or to the Faculty of Applied Science. In tabulating the University vote on this and on the following questions, we have counted in the non-professional faculties (Political Science, Philosophy and Pure Science) only those professors who do not sit in a professional faculty; and in Barnard College only those who do not sit in some other faculty. The vote of the Columbia College Faculty will be stated separately on all questions that especially concern the College.

professional faculties—is a suggestive fact. It points, we think, to the conclusion that there is a high degree of homogeneity in our complex university. When we come to consider the period of preliminary college study advocated for each school we shall note further illustrations of this general correspondence of opinion.

The reasons advanced for maintaining in the Law School and for introducing in the other professional schools the requirement of a preliminary college course are briefly as follows. The members of the professions are the natural leaders of the community. They should stand distinctly above the public in general culture as well as in technical knowledge. This, as some of the writers assert, was the case in law and in medicine two generations ago, but is not the case to-day. In each profession, others affirm, there should be at least a leaven of broadly cultured men, and this element should be furnished by the university schools. It is urged, further, especially as regards lawyers, physicians and high-school teachers, that a professional man who has only a secondary and a professional education is not properly equipped for the practice of his profession. Some of the writers indicate the subjects in which a preliminary non-professional training is particularly necessary for the members of the various professions and the approximate amount of training necessary in each subject, and demonstrate in this way the inadequacy of the secondary education. It is pointed out, moreover, on the part of the Faculty of Applied Science, that the instruction in the schools under its jurisdiction is more exclusively professional than in the other great scientific schools of the country; that the superiority of the graduates of the Columbia schools in professional knowledge is in part outweighed by their inferiority in general education; that on this account the Columbia schools are losing prestige; and that the only way to remedy this defect without sacrificing the professional superiority already attained is by demanding a better general education for admission. The apprehension of loss of prestige if the standard of admission

be not raised is expressed also by members of the Faculty of Medicine. From the point of view of expediency, it is urged that the Schools of Applied Science have already raised their entrance requirements to a point which the high schools in many parts of the country do not attain, and that the present supply of properly equipped students is chiefly drawn from special preparatory schools and from the colleges. It is asserted also that the Schools of Medicine and of Applied Science are so overcrowded that it has become necessary either to raise the standard of admission or to enlarge the accommodations and increase the teaching force. Except in this argument, the economic question is avoided. It is expressly waived, in several answers, as one that does not concern the faculties.

Among the arguments advanced against the requirement of preliminary college study, the plea for the poor young man does not, so far as we have observed, appear at all; but the plea for the young man of talent occurs sporadically. It is asserted that some of the best students in the School of Medicine and in the Schools of Applied Science have been young men without college education. Two professors, one in the Medical Faculty, the other in the Faculty of Applied Science, are led by their personal experience to doubt whether college training is of any advantage to professional students. They state that the college-bred men under their instruction are not, on the average, more successful in their professional studies than those young men who come direct from secondary schools. A professor in Applied Science asserts that a college man is usually out of touch with the class of men with whom the engineer has most to do, and is therefore less likely to be successful in the practice of his profession. These dissenting opinions, few as they are, derive special weight in several instances from the character and experience of the writers. Among the nine dissenters are three who have held or who now hold the office of Dean. Still, as we have seen, the opposition is numerically insignificant. As far as the opinions and wishes of the teaching force can settle the question, we may take it as settled that

all the professional schools of Columbia University are to become post-collegiate schools.

II

This result brings us face to face with the question which the President raised in his Report of June, 1902. Granted that a collegiate education is to be interposed between the secondary schools and the professional schools of Columbia University, is the entire four-year course to be interposed, or only a part of it?

With very few exceptions the professors of Columbia University are of the opinion that a combined secondary, collegiate and professional education, as the secondary schools, the colleges and the professional schools are now organized, is too long and unduly delays the graduation of the professional student. With few exceptions, they are also of the opinion that time may best be saved—*i. e.*, may be saved with the least sacrifice of the educational results that are most to be desired—by requiring something less than four years of college study as a preparation for study in the professional schools. A medical professor indeed remarks that the medical course might well be shortened to three years, if the colleges would undertake the instruction in general science which is now given in the first year of the School of Medicine. This solution is of course suggested by the arrangement to which the President refers in his fourth question and which has been on trial at Columbia for more than a decade—the arrangement under which College Seniors may elect the first year in a professional school. At present the College and the School of Medicine are, as it were, co-tenants of a field which, as the professor points out, is not strictly professional; and what he proposes is to fence this ground off from the medical curriculum and convey it exclusively to the college. This plan, and its possible application to other professional schools, will be noticed later in considering the answers to the President's fourth question. For the present it is necessary only to note that a proposal to

transfer to the college the first year of a professional course is not in reality a proposal to shorten the period devoted to professional education. No such proposal comes from any member of any professional faculty, for there is no suggestion that the requirements for graduation from any of the professional schools can be diminished. It is suggested, on the contrary, that in the School of Medicine a fifth year may soon be required.

A few writers advocate a solution which would save time without shortening the period of college study. Taking as their point of departure the President's assertion that the requirements for entrance to the leading colleges have been increased during the last forty years, they suggest that the requirements be lessened. That a solution so obvious and so logical as this should find so few supporters (we have noted but a handful) and that no one else should think it worth while to allude to it even for the purpose of arguing against it—these facts are as significant as any amount of adverse argument. This plan is generally disregarded because it is considered impracticable.

A somewhat larger number of writers assert that the greatest waste of time in our educational system is in the secondary schools, and maintain that students should be prepared to meet the present college entrance requirements at least one year earlier. It is probable that their view of the facts is shared by a considerable proportion of their colleagues, who nevertheless refrain from advocating, as a solution of the existing problem, a reform which in their opinion the University has no means of securing. The implied irresponsibility of the University in this matter is not, however, conceded by all: one professor asserts that young men are purposely held back by their parents from early entrance into college, because our colleges have so largely abandoned that quasi-parental control over their students which they formerly exercised.

To the great majority of the writers it seems inadvisable to attempt to interpose four years of college study between the

secondary schools and the professional schools. To the question what period should be required, a fairly clear answer is given in each professional faculty except that of Medicine, but the answers are not uniform.

VOTE OF EACH PROFESSIONAL FACULTY ON THE CONDITIONS OF ADMISSION
TO THE SCHOOL OR SCHOOLS UNDER ITS CHARGE.

FACULTIES	For preliminary college course of			Against requirement of college course	Opinion not indicated
	4 years	3 years	2 years		
Law.....	4	2			
Medicine.....	2	6	6	2	
Applied Science.....		3	20	4	2
Teachers College.....		5	10	3	2

Some of the professors of the Faculties of Law and of Medicine who advocate a preliminary college course of four or three years for their own schools favor a shorter preliminary course for the Schools of Applied Science. Conversely, some of the professors in Applied Science and in Teachers College who advocate a two-year college course as preliminary to their own schools, favor a longer preliminary course for the Schools of Law and of Medicine.

The vote of the non-professional faculties and of Barnard College on the amount of college study to be required for admission to the professional schools is as follows:

For a preliminary college course of 4 years.....	5
" " " " " " 3 "	16
" " " " " " 2 "	17
" courses of varying length.....	6
Opinion not indicated.....	2

Nearly all those who advocate college courses of varying length for admission to the different professional schools favor a three-year course for admission to the Law School and a two-year course for admission to the Schools of Applied Science and to Teachers College. As regards the Medical

School, there is a division of opinion analogous to that which exists in the Medical Faculty itself.

The general trend of opinion in both groups, the professional and the non-professional, may therefore be stated as follows: For admission to the Law School, three or four years of college study; for admission to the Medical School, two or three years of such study; for admission to the Schools of Applied Science and to Teachers College, a two-year college course.

The different periods of preliminary study advocated for the different schools presumably indicate a real difference in the amount of general training required for the different professions. The divergence of opinion in each of the professional faculties is of course due to the fact that some professors lay more weight on a reasonably early entrance into the active practice of the professions, while others deem it of supreme importance that the graduates of Columbia's professional schools should represent the highest type of education that is practicably attainable. By those who favor the longer periods of preliminary college study it is asserted that "the highest duty of the University is not so much to shorten the time in which a young man may become self-supporting, as to maintain the high standard of professional training which in the end so profoundly affects the welfare of the community," and that "it is less of a detriment to the State at large that many of its members must wait until their twenty-fifth year or even later before becoming self-supporting, than that the professions should be accessible to incompetent practitioners imperfectly trained." It is generally conceded that the standard of college education has risen in the last forty years, but it is urged by several writers that the standard of professional education has also risen. "Courses of professional study, as they are now constituted, make a much more insistent demand upon the intelligence and general equipment of the student than they did forty years ago." "A young man possessed of the intellectual equipment indicated by the A.B. degree of 1860 would hardly be properly fitted to enter upon the study of medicine in 1902."

A number of writers say that proficiency or the amount of work successfully accomplished should be considered rather than the duration of college study. Some suggest plans by which especially capable or diligent students shall be enabled to obtain in three years substantially the same education that is now obtained in four. Others advocate arrangements by which nearly the whole of the student body shall be driven through college in three years. When these schemes involve no substantial reduction of the present requirements for the degree of A.B., the writers have been tabulated as favoring the four-year course; for this course as it is now organized does not necessarily imply four years' residence: it represents a quantitative standard. When, on the other hand, a writer proposes to lower the requirements of graduation to such an extent that the average student could satisfy them in three years, he is tabulated as favoring a three-year course.

Both in the professional and in the non-professional faculties, there are many who reveal an impression or a conviction that the pace of college work is unnecessarily and undesirably slow. Many who favor a shortened college course as preliminary to a professional course insist that more work must be done in the two years or in the three years than is now done in the corresponding portions of the four-year course. Many suggestions are made regarding the character of the shortened course or courses—suggestions which it is impossible here to summarize with any degree of completeness. There is a noteworthy reaction against "the aimless discontinuity," as one professor terms it, of the elective curriculum; and both from the professional and non-professional faculties come demands for an elective-group system or for a single course in which required studies shall predominate. As to the character of the studies to be required in the groups or in the single shortened course, there is considerable divergence of opinion. Some of the members of the professional faculties desire groups especially designed to prepare students for their schools; but the greater number seem to agree with the members of the

non-professional faculties that the two-year course (or, if a three-year course be required, at least the first two years of that course) should be devoted mainly to "culture studies" or "liberal studies."

III

To the President's third question, the presumable intent of which may be indicated by a paraphrase: If a shortened college course be required for admission to the professional schools, what degree or academic designation, if any, should be given on such a course?—to this question no clear response comes from the teaching body as a whole. Nearly one-fourth of the writers make no direct answer, and the answers made are not only divergent, but in many cases vague. Four-fifths of those who favor a two-year college course for admission to the professional schools demand three or four years of study for the degree of A.B.; only 11 advocate giving it at the close of the two-year course. Of those who would require a three-year college course for admission to the professional schools, 18 are willing to reduce the requirements for the degree of A.B. to the same point, but 13 hold fast to the present standard. There are 14 who say that they would give no academic recognition to a shortened course except the right to enter the professional schools, and an equal number would give only a certificate. 33 favor, or do not object to, a degree or other academic designation; of these but two suggest a baccalaureate degree, and many state that they would not give a baccalaureate degree on any course shorter than three years. Few suggest any particular designation for those students who complete a two-year course; about a dozen favor "Associate in Arts." Some of those who say that they would give no recognition to a shortened course or would give a certificate only, and the majority of those who do not make any direct answer, are in favor of giving the degree of A.B. as at present, or even more largely than at present, on a combination of collegiate and professional studies. This counter-proposal is of course an answer to the problem suggested, if not to the question

asked; it gives academic recognition to a shortened college course by permitting it to count toward the degree of A.B.

The attention of the teaching force is largely concentrated on the suggestion made in the President's Report that the degree of A.B. might be given after two years of college study; and 110 of the professors not only express an opinion on this question, but also state or indicate what amount of study should in their judgment be required for the degree. The vote is as follows:

NORMAL PERIOD OF STUDY FOR THE A.B. DEGREE.

	Law	Medicine	Applied Science	Non professional	Teachers and Barnard	Total
Four years.....	5	11	14	19	10	59
Three years.....	1	2	11	20	6	40
Two years.....		1	3	3	4	11
Attitude not indicated....		2	1	1	3	7

The vote of the Columbia College Faculty, which is included partly in the third of the above columns and partly in the fourth, is as follows: For a four-year course, 18; for a three-year course, 16; for a two-year course, 2; opinion not indicated, 1.

As in the preceding table, those professors who think that the college course might be completed by some students or by the majority of students in less than four years, but who adhere to the present requirements (sixty points) for the degree of A.B., are placed in the four-year list.

On the face of these returns, there is a majority for the maintenance of the existing requirements for the degree of A.B.; but the attitude of some of the writers who are here catalogued as four-year men indicates that this majority is not very solid. In the College Faculty the existing standard has not even a bare majority. It is a singular fact that the rest of the University is a little less inclined to diminish the requirements for the degree of A.B. than is the College Faculty.

It is a singular fact, again, that the representatives of mathematics and of the natural sciences in the College Faculty support the four-year course by a vote of 6 to 5, while the other departments vote 13 to 12 against it. It is thus the representatives of the humanities who are a trifle more ready than their colleagues to abridge the time traditionally devoted to humane studies. The most conservative faculties are those of Law and Medicine. The most radical is that of Teachers College, in which only 7 out of 20 are supporters of the four-year course.

The arguments advanced in favor of shortening the A.B. course are in the main, those contained in the President's Report. The requirements for admission to college, it is said, have been raised during the last forty years to such an extent that the age of entrance has increased by something like two years. The work of the old college is now done partly in the preparatory schools, partly in the colleges. In consequence of the introduction of professional and graduate studies as electives, a large proportion of the students do not devote more than two years to the studies of the old college. Our present policy of permitting Seniors to study in the professional schools has practically established a three-year college course, while the arrangements by which students who intend to enter the Schools of Applied Science may anticipate two years of professional work have established for them a two-year course of college study. A shortening of the course for the A.B. degree to three years or even to two years would be, from one point of view, the reestablishment of the old college; from another point of view, it would be simply a recognition of the change which has actually taken place in the Columbia College of to-day.

The position of those opposed to any such change, or at least to any change so radical as the adoption of the two-year course for the degree of A.B., may be stated briefly as follows: The four-year college course has not yet been abandoned at Columbia—not even virtually abandoned. Even as regards those students who make the college degree on a combination

of collegiate and professional work,* it is not accurate to say that a three-year or a two-year college course has been established. Columbia holds to a four-year course of study: it has merely admitted into that course other studies than those of the old college. In many instances it may be questioned whether these new studies are not more proper to the college than to the professional school. The first year in the Medical School and the first two years in the Schools of Applied Science are almost wholly devoted to general science. It is indeed questioned whether law should be taught in the college, but the same question was asked forty years ago about many branches of natural science which now hold an unchallenged position in the college curriculum. There is no clear line of demarcation between "liberal" or "culture" studies and other studies: the distinction is mainly one of custom and resultant prejudice.

The college, moreover, is not "a mere vestibule to the professional school." It has other functions. Many of its students become interested in advanced non-professional work and continue their studies as candidates for the higher non-professional degrees. Many others go out from the college into journalism or into business life. If the degree of A.B. or any other degree be given at the end of the second year, a large proportion of these students will probably leave college as soon as they have secured the first degree. The proposed additional course of two years leading to the degree of A.M. will retain only a portion of them. Especially for those who intend to go into business, and whose education ends with the college, it is undesirable thus to abridge the duration of college study. Many of the best results of college life are derived from the maintenance of a certain mental attitude, from the acquisition of certain points of view, and from the intercourse of the students with one another; and these results cannot be obtained in so short a period as two years.

* The arguments on this question are those which were advanced when the existing policy was adopted in 1890. See President's Reports, 1890-92.

It is not conceded by all that the average age of graduation from college has greatly increased since 1860. One professor asserts that statements to this effect are based on the collegiate records of a few distinguished graduates of the last generation, who presumably obtained the degree of A.B. at an earlier age than the majority of their fellow students. Others, who do not doubt that the age of graduation has increased with the increase of the entrance requirements, affirm that the general level of education and of intelligence throughout the country has also risen, and that it was necessary to raise the standard of the college if its graduates were to maintain in the community the position which college graduates held forty years ago. It is unquestionably in the interest of the community that they should maintain this position. "It seems to me," writes a professor of Applied Science, "that our social fabric in large part rests upon the high degree of intellectual development which the four-year course gives to the enormous number of college graduates." This writer states that he will not raise "the ethical question of our right to degrade the value of a degree already sold, as it were, to a great number of present holders"; one or two others raise this point but lay little stress upon it.

The greater number of the dissentients, however, base their opposition to a shortened A.B. course on grounds of expediency. It is not deemed wise that Columbia should make such a change without securing similar action on the part of the principal universities. If we compare the requirements for the degree of A.B. in all the colleges of the United States, including all the little "universities" of the West and South, the degree appears to have no particular meaning; but as given by the leading universities and colleges of the East, it has a fairly definite value. If this value has risen, it has risen with approximate uniformity. Should Columbia attempt to restore the standard of 1860 single-handed, without the coöperation of the other leading universities, much confusion would result. When Columbia University had adjusted itself, in all its de-

partments, to the standard of the two-year A.B., would students coming from more conservative institutions be entitled to claim a premium for their four-year degrees? And would the two-year Columbia degree be taken by other universities at its face value, or only at a discount? If Columbia alone should make such a change, it would be accused of "cheapening" its degrees; and although it should simultaneously raise the value of its professional degrees, it would be regarded by the undiscerning public as a "cheap" university. Epithets are not arguments, but for that very reason it is difficult to argue them down. Such a shortened course might attract many students; but those who should come because they could obtain a college degree in two years would not be a desirable increment.

The foregoing objections are chiefly directed against the policy of giving the degree of A.B. on a two-year course; but the same considerations deter the majority of the teaching force from advocating any substantial reduction of the requirements for the first degree.

IV

As far as the judgment of the faculties can settle the questions under consideration, it may be taken as settled that students are to be admitted to some of the professional schools on the completion of a two-year college course. With the same reservation it may be taken as settled that no degree is to be given on the completion of such a course. The proposal to award the degree of A.B. on the completion of a two-year course is disapproved by ninety per cent. of the teaching force. There seems to be almost as great a majority against awarding any baccalaureate degree, and nearly a two-thirds majority against giving any sort of degree, upon the completion of such a course. It seems possible that a majority of the teaching force may, after full discussion, recommend the adoption of a three-year course for the college degree; but whether the four-year standard be retained or the three-year standard be adopted, there will be a gap of at least one year between the

course to be required for entrance to some of the professional schools and the course to be required for the degree of A.B. Not all of the professors are troubled by this prospective situation: some think that the student who passes through a portion of the college course and then enters the professional school should be content with the professional degree; but the great majority of the teaching force is searching, like the President, for some plan by which both the college degree and the professional degree may be obtained in six years, or at most in seven.

There remains to be considered the plan which has been on trial at Columbia for a dozen years and on which the President now requests the judgment of the faculties—the plan which permits professional* studies to count toward a college degree. Few outside the University, and not all within it, are aware that three variations of this plan already exist in the University.

(1) Seniors in the College are permitted to elect all the first-year studies of a professional school and to count such a year of study toward the A.B. as well as the professional degree.

(2) College undergraduates may elect during their four-year course all the studies of the first and second years in the Schools of Applied Science. College undergraduates may also elect professional studies in Teachers College. Such studies may count toward the A.B. as well as the professional degree.

(3) Students who have completed the first two years of a college course and who then enter Teachers College receive, after two years of professional work, a baccalaureate degree—that of B.S.†

* The term "professional studies" is objectionable because it seems to prejudice a question still under discussion—the question whether the studies referred to are not as proper to the college as to the professional school. The term is here used to mean "studies required in a professional school."

† The B.S. conferred on recommendation from Teachers College is not a purely professional degree, like the B.S. in Architecture or in Chemistry. Not only does it represent a combined collegiate and professional education, but the studies of the third and fourth years are largely college stud-

Under the first of these arrangements, the Senior remains nominally in the College but is really a first-year student in the professional school. Under the second arrangement the student really remains, or at least may remain, a college student, because together with his anticipated professional studies he pursues, or at least may pursue, non-professional or purely collegiate studies through the four college years. Even the professional courses which he is anticipating are, in many cases, given by professors who are members of the College Faculty as well as of the Faculty of Applied Science; and many of these courses are taken as electives by students who do not intend to enter the Schools of Applied Science. In fact, the general scientific courses in the College are largely identical with those offered in the Schools of Applied Science. Under the third arrangement the student who begins his professional studies at the close of his second college year ceases to be even nominally a college student: he is registered as a professional student. Common to all these arrangements is the shortening of the combined collegiate and professional course by one or two years. Common to the first and second, is the attaining of the degree of A.B. at the end of four years of combined collegiate and professional study. Under the third arrangement the degree awarded is not A.B. but B.S.

If we scrutinize closely these three arrangements, we see that the differences between the first and the third are formal rather than substantial. Stated in the most general terms, the plan of combination—*i. e.*, the plan of giving the first degree on a combination of collegiate and professional studies—takes one of two forms:

(a) The college student anticipates professional studies, but retains a real connection with the college during the full period prescribed for the first degree (arrangement 2).

ies, although they are pursued with a professional aim. The professional certificates given by Teachers College which correspond to the degrees to be obtained in the other professional schools are the Master's and Doctor's diplomas.

(b) The college student passes, at the close of the second or third year, into the professional school and obtains his first degree when the period of study prescribed for that degree has elapsed (arrangements 1 and 3).

These two forms of the plan may conveniently be described as the anticipated-studies plan and the deferred-degree plan.*

The extent to which Columbia College undergraduates avail themselves of either of these plans varies greatly as regards the different professional schools. There is a considerable movement of Seniors into the Schools of Law and Medicine under arrangement 1: in the academic year 1901-02, 13 Seniors elected the first year in Law and 10 the first year in Medicine. The movement into the Schools of Applied Science is less considerable. In each Sophomore and Junior class there are several (two to four) students who are anticipating applied science studies under arrangement 2. In their Senior year some of these practically pass over into the Schools of Applied Science by electing a full year's work under arrangement 1.† There

* "Deferred degree" is an objectionable phrase, in that it seems to pre-judge the question whether the work proper to the degree has been completed before the student enters the professional school; but we can think of no other convenient designation. If the College were still known as the School of Arts we might say "two-school plan."

† From 1890 to 1902, 14 students received the degree of A.B. from Columbia College and a professional degree in Applied Science on a seven-year combined course (arrangement 1). During the same period two Columbia students took an eight-year course, four years in the College and four under the Faculty of Applied Science. The six-year arrangement (arrangement 2) was adopted in 1895, announced in 1896, and went into effect in 1897. In June, 1901, degrees were conferred on three students who were the first to take advantage of this six-year course, graduating with the A.B. degree in 1899, and as B.S. (Chem.), C. E., and Mech. E., respectively in 1901. In the academic year 1901-02 there were eight students taking the six-year course, of whom two were to graduate in June, 1903, four in 1904, and two in 1905.

For several years past, 16 per cent. of the students in the Schools of Applied Science have entered with a first degree—about half of these with the degree of A.B. from various colleges. Students entering with the degree of A.B. complete the courses in Applied Science, on the average, in three years.—Report of Applied Science Committee on Courses of Instruction, December 20, 1901.

is practically no movement into Teachers College under arrangement 3. There is, however, some movement from Columbia College, and there is a considerable movement from Barnard College, under arrangement 2. From 1900 to 1903, the average yearly number of College students electing courses in Teachers College has been 61 (15 from Columbia, 46 from Barnard), and of these about one-half (7 from Columbia, 25 from Barnard) have been candidates for a Teachers College diploma. Neither in Columbia nor in Barnard College does arrangement 1 appear to be in practical operation; although a few Barnard Seniors elect so large a number of hours in Teachers College that much the greater part of the year's work is devoted to professional study.

These statistics do not show that legal and medical studies are more attractive than studies in applied science. The difference in the number of college undergraduates moving in the one direction or the other is due almost entirely to the fact that a much larger proportion of those who intend to study law or medicine, and a much smaller proportion of those who intend to study applied science take a college course on the way. If a college course be required for admission to the Schools of Applied Science, and if the arrangements under consideration be retained, this disproportion will doubtless disappear. Those students who come to college in order to enter the Schools of Applied Science will desire to begin their professional work as soon as possible. These statistics, moreover, throw no light on the question whether arrangement 1 or arrangement 2 is more attractive to the students. They do indicate, as might be expected, that arrangement 3 is less attractive. A large number of college graduates, including a respectable number of Columbia and Barnard graduates, are studying in Teachers College not only for the Master's and Doctor's degrees and diplomas, but also for the degree of B.S., or the Bachelor's diploma; but very few college students enter Teachers College at the end of their Sophomore year. The degree of B.S. does not seem to them a satisfactory equivalent for the degree of A.B.

Since any one of these arrangements is, in theory at least, applicable to the relations between the college and all the professional schools, it would be of interest to obtain a clear expression of faculty opinion, first, on the general question whether a first degree (A.B. or another degree) should be given on any combination of purely collegiate studies with studies which are required in the professional schools and, secondly, on the merits and demerits of the different modes of combination which already exist. The President's fourth question, however, refers in terms to but one of these plans, *viz.*, to that which we have called the deferred-degree plan, and only to that form of the deferred-degree plan in which the student who has really entered the professional school remains nominally a College Senior (arrangement 1); and the majority of the answers keep strictly within the frame of the question. Some of the writers discuss the anticipated-studies plan, but no clear opinion has been elicited from the teaching body as a whole on the broad question of the combination of collegiate and professional work for the first degree.

A further limitation is, as the answers show, at least suggested by the form of the fourth question. No less than 21 writers say what they think of the existing arrangement as a permanent policy without stating or even indicating what they think of it as a present policy. 15, however, before saying or instead of saying what they think of it as a permanent policy, declare that it is satisfactory as a present policy, but that they would prefer a different solution of the problem. These 15 must be recorded as not satisfied with the existing arrangement as a permanent policy; but they do not belong in the same category with those who disapprove of the existing arrangement under existing conditions. Fortunately, the attitude of the majority of the teaching force on both questions, on the question of present policy as well as on that of future policy, is sufficiently clear to make its presentation instructive. Further, a sufficient number have volunteered suggestions for the extension of the system to make it desirable to note their attitude.

A.B. DEGREE ON THREE-YEAR COLLEGE COURSE AND FIRST YEAR OF PROFESSIONAL COURSE

FACULTIES	As present policy			As permanent policy			Extension of system favored
	Satisfactory	Unsatisfactory	Attitude not indicated	Satisfactory	Unsatisfactory	Attitude not indicated	
Law.....	1	3	2		6		
Medicine.....	9	3	4	5	7	4	1
Applied Science....	19	3	7	17	11	1	10
Non-Professional...	19	10	14	15	24	4	9
Teachers and Barnard.	10	7	6	6	14	3	5
Totals.....	58	26	33	43	62	12	25

In the College Faculty, 15 find the existing arrangement satisfactory and 7 find it unsatisfactory under present conditions; 15 do not indicate their attitude. As a permanent policy, 12 find it satisfactory; 23 unsatisfactory; 2 do not answer.

On the face of the returns there is at least no majority against the deferred-degree plan as a present policy; and on a full vote there would clearly be a majority in its favor. There is a clear majority against the plan as a permanent policy; but this majority is neither homogeneous nor solid. It includes the 15 already alluded to, who do not oppose the plan under existing conditions but prefer some other solution of the whole problem. All these 15 say or imply that, if the solution they prefer be not realized, they will favor a retention of the present policy. This majority also includes the law professors, who do not want any undergraduates in the Law School, but are not necessarily opposed to the maintenance of the existing arrangement in the other professional schools. One of them states that he favors it. While a large majority of the Teachers College Faculty is opposed to the arrangement under consideration, an almost equally large majority indicates its approval of the analogous arrangement by which the degree of B.S. is given in Teachers College on a combination of col-

legiate and professional studies. One Teachers College professor thinks that the degree awarded on a four-year course that is partly collegiate and partly professional should in all cases be the degree of B.S.

Those who are in favor of the deferred-degree plan as a permanent policy prefer this solution to any other. Many of them find it "perfectly satisfactory" and "the only solution of the problem." In the existing division of opinion, this minority constitutes much the strongest single fraction: no other plan has nearly so many supporters. Nearly all the 25 who favor the extension of the plan would give to Juniors in the College the privilege of taking the first-year course in Medicine and in Applied Science. A few suggest reciprocity arrangements with other universities. Several maintain that students coming to our professional schools from other colleges at the end of the second or third year of their college course should receive from Columbia University, during or at the end of their professional course of study, the degree of A.B. These writers think that intercollegiate courtesy and justice require that students from other colleges which maintain an equal standard should be treated as liberally as students from Columbia College.

The arguments for and against the existing arrangements are in some cases limited to the question of permitting Seniors to count the first year of professional study towards the degree of A.B.; in some cases they cover a wider field. From some of the members of the non-professional faculties who are also members of the College Faculty comes the objection that students are drawn away from liberal into professional studies at just the point at which they are beginning to do the best work. This of course is an argument not only against the deferred-degree plan but against any plan for shortening the college course; it militates least strongly, however, against the anticipated-studies plan. Some members of the College Faculty and some members of the professional faculties say that the students do not do the best work when their interests

are divided between the college and a professional school. This objection seems to be directed principally against the plan of anticipating professional work piecemeal, but it is raised also against the deferred-degree plan in its present form, in which the professional student is registered as a college student. It is said, further, that the deferred-degree plan furnishes no clear-cut solution of the problem; that it is obviously a temporary device. "It has done its work," says one writer, "in demonstrating the necessity of shortening the college course." With a few writers this intellectual dissatisfaction warms into ethical revolt: the deferred-degree plan is not a frank solution of the problem but an evasion; "it is *contra bonos mores*"; "it savors of dishonesty." This indictment is based by one professor on the fact that the same studies are counted for two degrees; by others, on the allegation that the plan appears to maintain the four-year college course while in fact it shortens the college course.

It goes without saying that the ethical objections to the existing arrangement are not recognized as legitimate by its supporters. To them it seems that these objections are based upon an assumption that the fields of collegiate work and of professional work are completely distinct. To them many studies pursued in the professional schools, and particularly the general scientific courses, seem as proper to the college as to the professional school; and if these studies may fitly be counted toward either degree, they are unable to see why they should not count toward both degrees. Degrees should not be regarded as rewards for a certain amount of work, but as certificates of proficiency in a certain field. That, under the present arrangement, the student who has really gone over into the professional school should be registered as remaining in the college, may perhaps be objectionable, but this is not a necessary feature of the deferred-degree plan.

It is pointed out that a considerable number of students enter the Schools of Applied Science with the degree of A.B. from colleges other than Columbia; that these students, many of

whom have anticipated applied science studies in their college course, are able, on the average, to obtain their professional degree after three years of study; that in every such case a full year's work, which has already been counted toward the college degree, counts again toward the professional degree; and on these facts is based the question: How can we deny to Columbia College students the rights which are accorded to students of other colleges?

The positive arguments in favor of the deferred-degree plan or the anticipated-studies plan—for many of the arguments are applicable to either—are that each solves the problem of shortening the combined collegiate and professional course; that each gives academic recognition to the collegiate side of such a combined course; and that each maintains the traditional college course for those students who do not intend to enter a professional school. Each of these plans, moreover, may be adapted to the special requirements of the different professional schools. The anticipation of professional courses may begin at any point in the college course that seems desirable; the passage of the student from the college into the professional school may be set at the close of the Junior year for one school, at the close of the Sophomore year for another. If a professional school desires no college undergraduates among its students, it may be excluded from the operation of either plan. The special advantage of the deferred-degree plan is that it avoids the division of the student's interests. It is apparently for this reason that the majority of the members of the Faculty of Applied Science favor this plan rather than the anticipated-studies plan. The student who gives all his time to the work of the professional school can be held more effectively to the methods of that school and can be kept up to the pace which it requires of its regular students. As we have seen, in noting the attitude of the different faculties regarding the amount of college study to be required for admission to the professional schools, there is a very general impression among the professional faculties that the work of the college is

less serious than that of the professional schools. A considerable number—probably the majority—of the members of the professional faculties would prefer also that the student who takes a full year's work in a professional school should be registered as a student in that school, because this would avoid even a suggestion of a divided allegiance. The advantage, on the other hand, of the anticipated-studies plan is that it enables the student to carry the study of a few non-professional branches to the point at which their educational value perhaps becomes greatest.

V

In both of the plans last noticed the fact is recognized that between those studies which, by precedent, are strictly collegiate and those studies which, in their character, are strictly professional, there is an intermediate group of studies, and it is proposed that the university shall continue to regard the studies of this group as proper to either degree. The plan of shortening the A.B. course, on the other hand, assigns all or a part of these studies exclusively to the professional schools: all, if the course be shortened to two years; a part, if the course be shortened to three years. There is obviously a third possibility, *viz.*, that all these studies be removed from the professional curricula and assigned exclusively to the college. This solution is suggested by two writers: by one, as a general plan; by the other, as a plan that might be adopted by the School of Medicine. Like the proposal to shorten the A.B. course to two years, this is a clear-cut solution. Worked out in detail, it would maintain a four-year course in the college; it would introduce into the Junior and Senior years elective groups of studies, preparatory for the different professional schools; it would require the degree of A.B. or an equivalent education for admission to all the professional schools; it would maintain the three-year course in the School of Law, but it would shorten the course in the School of Medicine to three years and the courses in the Schools of Applied Science to two years. The relation between Columbia College and

these schools would be identical with the relation now existing between it and the non-professional schools (Political Science, Pure Science and Philosophy)—identical also with the relation existing in Teachers College between its four-year college course and its graduate courses. The only feature in such an organization of Columbia University that could be regarded as unsymmetrical would be the maintenance of a separate college, duplicating the work of Columbia and Barnard Colleges, for students intending to take the professional courses in pedagogy.

This solution of all the problems which confront us is not distinctly advocated, indeed, but is suggested by two writers. The plan of taking all the semi-professional studies out of the college (two-year course for the degree of A.B.) is supported by 11 writers. A solution which is not quite so clear-cut, since it leaves a part of these studies in the college and a part in the professional schools, but which is at least symmetrical, is that advocated by the 18 writers who would shorten the A.B. course to three years and would demand such a three-year college course for admission to all the professional schools. This fraction is strongest in the non-professional faculties. The deferred-degree plan, as we have seen, has 43 unconditional and 15 conditional or *faute de mieux* supporters, two thirds of whom belong to the professional faculties. They do not claim that this solution is clear-cut, but they hold that it meets the exigencies of the situation. Of the remaining writers a number not precisely determinable, perhaps a dozen, would admit college students to the professional schools before the termination of the A.B. course, but would give them no college degree.

VI

The President's questions were framed to elicit the views of all the faculties on the plan set forth by him in his Report to the Trustees. One feature of that plan, *viz.*, the suggestion that the degree of A.B. might be given on the completion of a

two-year college course, has attracted so much attention as to obscure and largely vitiate the public judgment of the plan as a whole. The fact that the faculties are not in favor of giving the degree of A.B. on a two-year course will, we apprehend, be similarly misconstrued: it will probably be said that the faculties have rejected the President's plan. This is not the case. What the President proposes is to bring every part of our complex University into logical and symmetrical relations with every other part. During Mr. Low's presidency a loose aggregation of schools was brought into administrative unity. President Butler is trying to bring them into educational unity; and his plan, at least in its really essential features, has the approval and support of the majority of the professors.

The President proposes that all the professional schools of Columbia University shall rest upon the basis of a preliminary college course. This proposal the faculties accept almost unanimously. He suggests that the period of college study to be required for admission to the professional schools shall be two years. This suggestion is approved, not only by the teaching body as a whole, but also by the faculties immediately concerned, as regards the Schools of Mines, Chemistry, Engineering and Architecture and Teachers College. As regards the School of Medicine, opinion is divided both in the Faculty of Medicine and in the rest of the University: a preliminary course of two years and one of three years find nearly equal support. As regards the School of Law, the average opinion of the University favors a preliminary course of not more than three years, while the majority of the Law Faculty demands a preliminary four-year course.

The President's suggestion that the degree of A.B. might be granted on the completion of a two-year college course is to be taken in connection with his suggestion that such a course be made the basis of admission to all the professional schools. The degree, in his plan, is to mark the dividing line between the college and the professional schools. If no such dividing line can be established, the chief reason for this proposal dis-

appears. To this proposal *per se* there is strong opposition in all the faculties, but on grounds of expediency rather than principle; and while there are few who support the two-year standard, a three-year standard is advocated by a minority that may easily become a majority. A three-year course for the degree of A.B., with such conditions as would sensibly accelerate the pace of college work, and the requirement of this degree or its educational equivalent for admission to the Schools of Law and of Medicine—this is a programme which would establish clear-cut relations between Columbia College and these schools and which would command very strong support. As to the relations between the College and the Schools of Applied Science and of Architecture, the faculties are in substantial accord with the President's aims. With him, they desire that the combined collegiate and professional course shall not exceed six years, and that the student who successfully completes such a combined course shall receive a collegiate as well as a professional degree. They differ from him, as they differ among themselves, only as regards the means by which these ends shall be attained. This is precisely the sort of difference that is most readily soluble in debate. Whatever plan may be adopted as regards the Schools of Applied Science can be extended to Teachers College, and also to the Medical School if it be deemed inexpedient to put this school on the same basis as the School of Law.

The inquest which the President has instituted, and of which we have reported the results, has already simplified the issues; and for the problems that remain to be discussed several possible solutions have been suggested. A discussion in which all the different and presumably equally legitimate points of view shall be presented is generally recognized as the procedure through which a satisfactory reconciliation of all the different interests or a just compromise between them is most likely to be attained. There are but two bodies in which all these different views and interests are sure of finding expression. The one

is the great council of all the professors and adjunct professors in all the schools—a council which has assembled but once in the memory of the present generation, and which, when last convened in 1890, was a much smaller body than at present. The other is the University Council, in which all the faculties are equally represented. Several writers suggest that this body is not only well qualified to discuss the questions raised in the President's Report and in his circular letter, but on the whole better qualified than any other to decide them. And since the questions upon which no general agreement has yet been attained all center upon the first degree, a further suggestion, made by several writers, deserves consideration—the suggestion that the University Council be empowered to determine, subject to the approval of the Trustees, on what conditions the first degree shall be awarded in Columbia University. Those who make this suggestion point to the facts that the first or college degree is already awarded on the recommendation of three different faculties—those of Columbia, Barnard and (as regards the B.S.) Teachers College—and that the degree of A.B. is awarded on work done under all the faculties; and on these facts they base the assertion that the college degree has already become a university degree, and is thus properly within the jurisdiction of the University Council.

M. S.

PRESIDENT PRITCHETT ON THEOLOGY IN THE UNIVERSITY

AMONG the addresses upon educational subjects delivered during the past year, few have equalled that of President Pritchett at the June Convocation of the University of Chicago. His subject is "The service of science to the university, and the response of the university to that service"; and he treats it with a breadth of view which should stimulate every university in this country to revise its dogmas and to put new energy into its work. To "open-mindedness and intellect-

ual sincerity," the distinctive characteristics of the scientific method, he attributes the great advances which the universities have made during the last decade, and he traces the development with an accuracy of perception and a grace of expression which illuminate his theme. The suggestiveness of the address, however, is its most valuable quality, and in one respect it points a moral which Columbia, not as a sectarian but as a religious institution, should well consider. Theology, Dr. Pritchett argues, should have its place in the ideal university.

Theology, which has most need for the company of the other sciences, has always been shyest of any intimacy with them. In this country it has only the slenderest contact with the university. The theological seminaries, which exist as separate schools, are not schools of theology in any scientific sense. They are training schools for fitting men for the ministry of a particular sect, practically denominational technical schools. However useful and however desirable they may be as fitting schools, it is most unfortunate that they should be the sole representatives of theology, and that theology should itself be divorced from other sciences. No better proof of this can be had than the meager work of scholarship which theology shows in this country. A still more serious criticism is found in the fact that the theology taught in our seminaries is the theology of a hundred years ago. The Protestant Church in this country, which showed such marvelous adaptability to the conditions of life during the first half of the last century, has not kept equal touch with the conditions of later growth. It has lost contact, on the one hand, with a large part of our laboring population in cities, and has lost touch, on the other hand, with scientific men. This has not come about by any lack of interest in religion. It has not come entirely through lack of interest of scientific men. The result, so far as we see it to-day, is due in considerable measure to the attitude toward scholarship of those who control the various branches of the Protestant Church. One of the causes of such estrangement is the isolation of theology. The university represents to-day the highest effort of the race, not alone toward intellectual achievement, but toward intellectual sincerity. Theology cannot grow, in any deep sense, apart from this

common effort toward truth. On the other hand, if religion be the divine life in the individual human soul, the knowledge of that life has a significance beyond all other knowledge; and the science which deals with that life, with its history, its phenomena, and its laws, should surely find a home with other sciences in the true university. For a training school for preachers the university has no place, but for theology as a true science the ideal university has a need as real as that which the true theology has for the university.

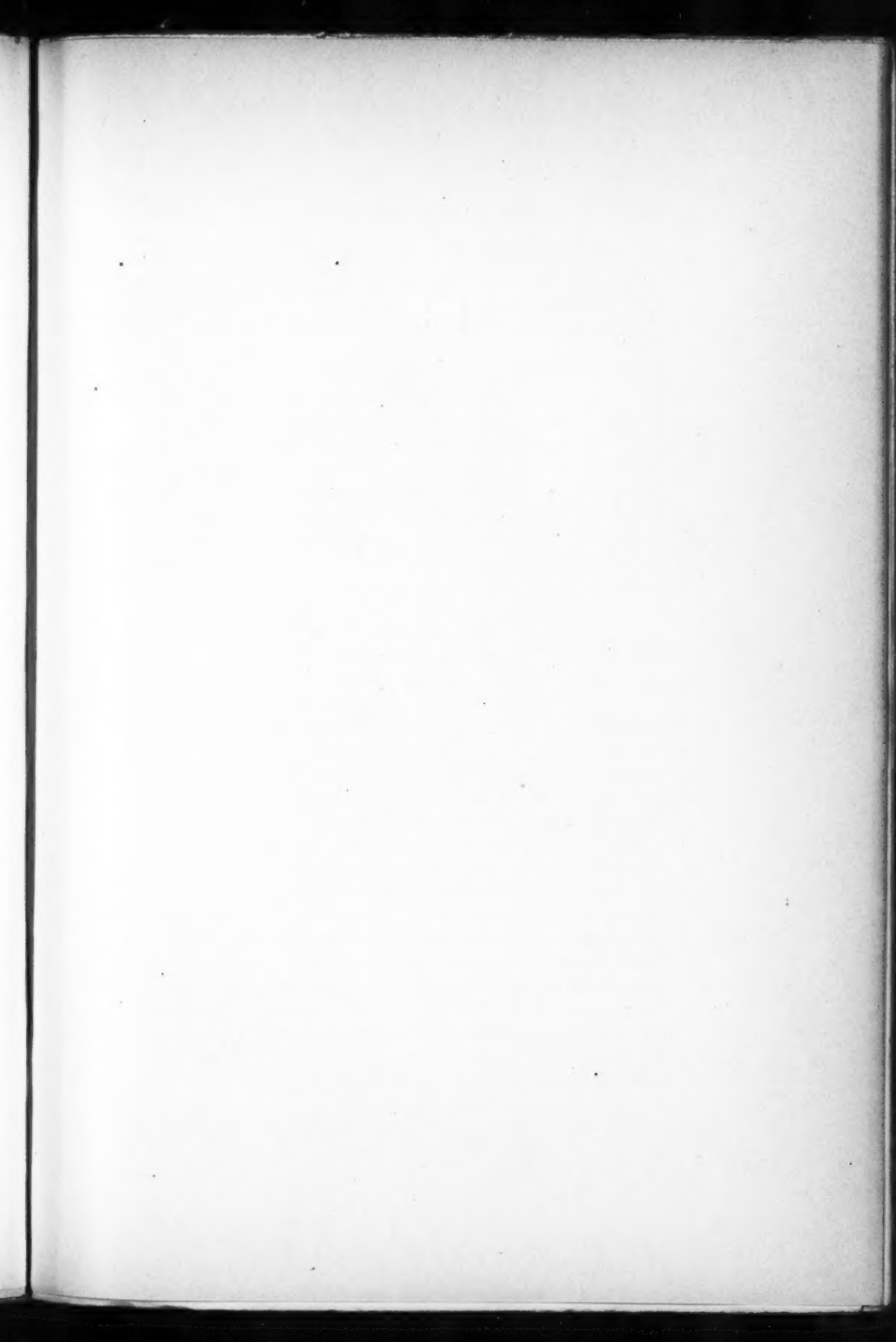
During the past fifty years the faith of Christendom has seen old ramparts broken down and old creeds swept away; but through these scenes of doubt there has shone the glimmer of a larger faith, which grows brighter as religion joins hands with scholarship. For such a union there is no other place than a university which shelters the sincerest scholarship and which breathes the air of spiritual freedom.

To the students of all the theological seminaries in and about New York City Columbia offers the opportunity of broadening their professional training by taking courses in history, in sociology, in ethics and in all the other studies of our non-professional graduate schools; and during the present academic year seventy-four theological students are availing themselves of the opportunity. Such an arrangement, however, does not bring us much nearer the realization of Dr. Pritchett's ideal. It is not for the students of theology alone, nor for them primarily, that he desires to secure the liberalizing influences of the university, but for theology itself; and neither can this end be attained, nor can the reciprocal influence upon the other sciences of the science of "the divine life in the individual human soul" be secured, except by adding to the university a faculty of theology.

THE SPEYER SCHOOL OF TEACHERS COLLEGE

THE occupation of the new Speyer School building by the experimental school of Teachers College has more than local significance or passing interest. Never, perhaps, has there been a more favorable opportunity for the systematic working out of some of the pressing problems of educational practice. A substantial, well-arranged and thoroughly equipped building; a corps of well-trained and enthusiastic teachers whose sympathy is fully enlisted in the purposes of the school; a body of pupils small in number but chosen in such a way as fairly to represent public-school conditions; freedom from the constraint of mere traditionalism, and conscious fealty to the cause of educational progress and expansion—these are some of the favoring conditions under which the school undertakes its double task of embodying the highest ideal of a public elementary school and of furnishing a working laboratory to supplement the theoretical work of Teachers College.

The new building, a front view of which is presented with this article, occupies a plot of ground at number 94 Lawrence street, just west of Amsterdam avenue, near 129th street. The structure with the equipment and ground represents an outlay of \$130,000 on the part of the donors, Mr. and Mrs. James Speyer. In its architectural composition, the building follows the precedents of the German Renaissance. The high-stepped gable, which is the most noticeable feature of the front, is particularly characteristic of the style that prevailed in North Germany in the middle of the sixteenth century. The main entrance, with its niche above, recalls old German doorways where the niche is usually occupied by the statuette of a saint. In this case the niche contains a figure taken from the seal of Teachers College. The main part of the building is finished in dark oak and, while for the most part it is very simple in design, some characteristic German ornament may be found in the mantels, in the plaster work of the first story hall, and in





• Speyer School •

SPEYER SCHOOL

the iron work of the stairways. The special requirements of a school building with respect to heat, light, ventilation and the many details affecting practical convenience, have been carefully considered and, it is believed, have in large measure been met.

The basement contains a large and well-equipped gymnasium, with accessory toilet rooms and shower baths, and the plants for warming and ventilating the building. On the first floor are the kindergarten room, the principal's office, and two public libraries, one for children and one for adults. The second and third stories contain eight class rooms, all adequately lighted and handsomely furnished. The fourth floor is devoted to special rooms for cooking, sewing, bench work and other manual arts. The fifth floor is designed for the living apartments of the principal and his family and other residents of the school. This floor will accommodate a group of seven residents, who will devote themselves not to class-room instruction but to the direction of clubs for children and adults and to other forms of school extension work during the afternoons and evenings.

The roof will serve as a recreation ground and garden for the children and residents of the school and for the people of the community in general. It is enclosed by protective guards of wire-lattice work and has a trellis for vines extending from the rear of the roof to the green-house pavilion in front. Potted plants and vines will ornament the roof, and a small plot of earth will be laid out for practical gardening to be carried on by the children of the primary grades. In addition to these there will be one or more large sand tables which will allow much of the work otherwise conducted in the school-room to be carried on out of doors, when the weather is favorable. It is expected that this roof garden will make possible many activities of an unusually wholesome kind and will prove to be one of the most delightful and helpful features of the building.

Readers of the *QUARTERLY* will naturally desire to know

what are some of the leading purposes and aims of the school that are considered by its sponsors to justify the large expenditure of money for its equipment and the important place that has been assigned it in the general scheme of Teachers College. In the first place the school will furnish, to properly qualified students of Teachers College, opportunity for actual teaching under expert supervision and criticism. The two essentials of professional training are the knowledge and the skill demanded in professional service. The first of these essentials Teachers College attempts to provide through instruction in subjects of school study, in the history and philosophy of education, in educational psychology and in school administration. The second essential is provided through instruction in the theory and practice of teaching, with the closely related work of observation and practice. Such procedure, to quote Dean Russell, "is analogous to the didactic lecture, dispensary practice, and work in clinic and hospital long familiar in the training of physicians."

The Horace Mann School furnishes "the opportunity to observe good teaching under favorable conditions in order to fix ideals and to establish a practical standard of merit." The desire to keep conditions as nearly standard as possible explains the policy of protecting this school from possible disturbance occasioned by practice teaching. It is obvious, then, that the Horace Mann School cannot meet all the requirements of the professional training of teachers. To meet the demands for practical class-room work is, therefore, an important aim of the Speyer School.

There is a distinct and important difference between the character of practical work ordinarily expected of undergraduates and that which, it is hoped, will to an increasing extent be done by graduate students of Teachers College. The principal aims in practical work for undergraduates are to test and to strengthen ability to teach. Beyond these, there remains as a most important aim of practical work for graduate students the development of capacity for leadership in educational

thought and practice. Undergraduate students will, to a large extent, give their attention to the practical working out of a curriculum already furnished in most of its details. Graduate students will be expected to take active part in the discussion and adjustment of problems arising in the actual administration of the Speyer School; to make contributions to the curriculum, so far as variation in its subject-matter seems reasonably to be demanded; to propose and apply improved methods of teaching and discipline; to devise means of testing mental abilities and of making accurate and helpful records of the physical and intellectual progress of children; and to make systematic investigation concerning the conditions of life prevailing in the neighborhood of the school, with a view to increasing the effectiveness of the school as a center of social life.

The chief value, however, of the practical work of graduate students is to be looked for in the possible influence of such work upon the method and scope of advanced study in the field of education. Students of education have been slow to avail themselves of the resources of scientific method, although there is a wide range of practical educational problems that obviously demand scientific investigation. Concerning the proper content of an elementary-school curriculum, for example, contemporary thought and action are in a strikingly unsettled condition. In response to a general demand there has been, during recent years, a marked enrichment of the curriculum, with the result that there is now a widespread outcry against an overloaded course of study. The obvious solution of the difficulty is to determine what are the indispensable and necessary elements of the curriculum and to exclude much matter that is relatively unimportant. There is, however, no general agreement as to relative values of subject-matter, and the important problem remains unsolved. There is a clear demand here for an accurate answer to the question, based upon scientific observation and experiment.

In the field of educational method, there is urgent demand for experimental work that shall aim to show how class-room knowledge may be more fully assimilated by the children; or rather how, in the very process of teaching, vitally significant relations may be established between the subject-matter of study and concrete human interests and activities. The normal outcome of thought is action of some kind. Indeed it may be said that the value of thought may be measured by the extent to which it issues in conduct. If this be true, there is evident call for much revision of school practice, having in view a far larger opportunity than is now given for the expression of thought in the form of definite purposive action on the part of the children.

The problems for experimental study suggested above are intended merely to indicate the character of the research work that will be undertaken in the school. It is hardly possible here to indicate the wide extent of the field in which careful observation and experiment are imperatively demanded. The peculiar responsibilities that have been assumed by the Speyer School, however, open a new and important field of investigation to students of education. The school is not only to meet the requirements of the traditional school, but is also to serve as a social and educational center for the adult population. Problems at once present themselves as to the kind and extent of work that shall be undertaken. How shall this school-extension work be conducted so that the students shall not only be interested, but educated in a truly worthy sense? To what extent may such work safely and profitably be undertaken by the public schools of a city? These and many other problems of similar character must be answered not *à priori*, but by careful reference to the experience of social settlements and of individual observers, and by scholarly field-work on the part of properly qualified students of education.

It is clear that no amount of library research will suffice for a thorough solution of such problems as those suggested above. Valuable as the records of educational theory and practice are

as warnings and guides, they can do no more than suggest general lines of procedure when we encounter new situations and problems. To secure results that will stand the severe test of experience, we must supplement a wide knowledge of the history of general culture and of educational activity by a thoroughgoing knowledge of living children and by the experimental study of school problems.

It seems hardly necessary to answer the oft-repeated objection that "experimenting with children" is a reprehensible practice, incompatible with the best interests of children. Every intelligent teacher is an experimenter, in the sense that he is constantly seeking to find better means and better matter to carry out the aim of education. The person trained in the methods of scientific research simply has an advantage over a person not so trained, in the directness and facility with which he is able to carry on his experiments.

Apart from its functions as a working laboratory, the school has, of course, its own internal problems respecting the matter and the method of its work. The attitude of the school toward these internal problems may be summarized in the words of Dr. F. M. McMurry: "Since a school is a miniature community preparing for life in the larger community called society, the aims of a school should correspond with those of society. At least the principal objects of the two should be the same and possess much the same relative worth." In accordance with the implications of this statement, the Speyer School aims to treat physical health as a first essential condition of successful living. Furthermore, it recognizes a duty in this respect not only to the pupils but to the parents as well. It aims therefore to study the home environment and the habits of its pupils and to use every effort to influence the parents to furnish proper sanitary and hygienic conditions in the homes. This work will be supplemented by physical exercise and play in the gymnasium and by direct instruction upon matters relating to physical well-being.

Direct attention is given to the development, through proper

activity, of initiative, self-direction, leadership, and administrative ability within specific fields. Another well-defined aim of the school is the development of tastes, that is of permanent interests, especially of social interest that regards with loyalty the claims of the social whole; and to this may be added the cultivation of an open, tolerant mind that is as fully conscious of unsolved problems in the subjects covered as of the problems that have been mastered. It will thus be seen that there are many matters that are considered by the school to be as necessary to successful living as knowledge, and to come as properly within the range of school activity. Sound judgment, ability to execute plans, habits of service, and a tolerant mind are each to count for at least as much as mere scholarship.

The conditions of life which, in most communities, favor the development of a well-ordered family life, of wholesome social intercourse and of active participation in affairs of civic interest are, in the neighborhood of the Speyer School, very largely absent. Practically no one occupies a home that he can call his own save by temporary right of lease, often from month to month. There is scarcely a building in the whole section occupied by a single family. Few men living in the community pay any direct tax, municipal, county or state. There are no beer gardens or other places of amusement of a kind that bring the families of the community together for social intercourse. Besides the homes, then, there remain only the saloons as centers of social life, and there is no place in these for the women, the girls or the small boys. The homes themselves are small, crowded, and ill-suited to the development of a wholesome and active neighborly spirit or of a stable family life. The open street furnishes the only meeting ground for a large proportion of the children and of the adult population.

In view of the striking lack of unifying and socializing influences in the community we are considering, there are obvious possibilities of usefulness for the school that lie entirely outside the traditional field of school activity. Evening

classes in literature, in science, and in special subjects such as cooking, sewing, mechanical drawing, stenography and book-keeping; debating societies; gymnasium classes; mothers' clubs; parents' meetings; library privileges; lectures, musical programs and other forms of entertainment; Sunday school; social gatherings for neighborly intercourse—these are among the features that may give the school a large and significant place in the life of the community. Indeed, it may not be going too far to say that the chief service of the school is to be found in the opportunities and interests that it offers to the adult population. It is certain, at least, that the authorities of the school must fairly face the problem of the true responsibility of the school toward the adults as well as toward the children of the community.

Tradition has given the common school its usual field of activity and the subject-matter of its curriculum. Such matters as personal cleanliness, the care of the home, the hygiene of cooking, the necessity of economy and of provision for the future, and many of the most significant facts of physiology, have heretofore remained very largely outside the field with which the school was directly concerned. The needs of this community with respect to these and many other similar matters is evident. The issue is clear, then, between an aim furnished ready-made by tradition and one determined primarily by the social needs of a large and important community. There can be no more proper nor more urgent claim upon educational thought than the right settlement of this issue.

JESSE D. BURKS,

Acting Principal of the Speyer School

A HISTORY OF COLUMBIA DRAMATICS

II*

SECOND PERIOD: THE COLUMBIA COLLEGE DRAMATIC CLUB
[1887-1893]

THE second period of Columbia Dramatics—that of the Columbia College Dramatic Club—is marked by a pronounced advance in the artistic quality of the productions, in the financial receipts, and in the frequency and regularity of the performances. It comes to an end after several years of discontent and altercation, in an open split between the College and the Club. The Club then becomes a regular amateur organization, probably the most famous in the city, the Strollers.

On the nights of January 7 and 8, 1887, the new Columbia College Dramatic Club gave its first performances, in the concert hall of the Metropolitan Opera House, for the benefit of the University crew. The plays were prepared, rehearsed and staged in two weeks; and a remarkably successful production it is said to have been.

The bill was a double one, consisting of two one-act farces, *The Two Buzzards* and *My Turn Next*, with a sketch from *Adonis* between them. The casts follow:

The Two Buzzards, or Whitebait at Greenwich.

Mr. Benjamin Buzzard (secretly married to Sally)

Mr. Meredith Howland, Jr., '85

Mr. Anthony William Glimmer (lodger at Buzzard's)

Mr. Robert C. Sands, '87

John Small (a waiter late of the Crown and Sceptre at Greenwich).....Mr. Richard T. Wainwright, '89

Miss Lucretia Buzzard (secretly married to Glimmer)

Mr. Douglas Farley Cox, '89

Sally (a servant).....Mr. Frank C. Warren, '89

Scene.—An apartment at Buzzard's.

* The first part of this History was published last September: COLUMBIA UNIVERSITY QUARTERLY, IV, pp. 377-383.

This was followed by

A Sketch from "Adonis."

(By permission of Mr. Henry E. Dixey.)

Adonis.....Mr. Valentine G. Hall, '88

Rosetta (a village maiden).....Mr. Sidney Harris, '87

Scene.—A garden near a village inn.

Mr. Hall was commended for a take-off of Irving, and was encored again and again for the song "It's English, You Know." Harris' *Rosetta* was one of the first successful female impersonations at Columbia.

The programme was concluded with

My Turn Next.

Taraxicum Tatters (a village apothecary)....Mr. V. G. Hall, '88

Tim Bolus (his professional assistant)

Mr. J. C. Wilmerding, Jr., '90

Tom Trap (a commercial traveler).....Mr. C. K. Beekman, '89

Farmer Wheatear (from Banbury)....Mr. E. J. O'Sullivan, '89

Lydia (Tatters' wife).....Mr. J. W. Gerard, Jr., '89

Cicely (her niece).....Mr. L. E. Warren, '88

Peggy (Tatters' maid servant).....Mr. R. L. Morrell, '88

Scene.—A country apothecary's shop parlor.

Mr. David Belasco, then of the Lyceum Theatre Company, coached the production, and scenery was painted to order for both the farces. The presentation was something of a revelation in amateur acting among Columbia men. One of the daily newspapers says: "There were no hitches or amateurish *faux pas* in any of the parts." Tickets sold at \$2, and yet there was a sufficiently large audience to yield for the two performances, despite the heavy expenses, a net profit of over \$500.

The last thing to be noted in regard to this first midwinter production of the Columbia College Dramatic Club, is the list of actors, for certain of these names are to reappear year after year in Columbia dramatics—Messrs. Hall, Sands, Wainwright, Warren, Beekman, O'Sullivan, and Morrell.

During the spring of this same year (1886-87), the project of a sophomore presentation of *Ralph Roister Doister*, the oldest English comedy known, was conceived. The production would have been something of an archæological freak; but it is useless to speculate what it would have been, for the project is never heard of after.

However, we have yet to hear once more from the Columbia College Dramatic Club before the summer of 1887. This worthy organization, to which, after all is said, we must accord the praise of having firmly established Columbia dramatics as a regular function of the college social year, gave its second performance on April 23, 1887, at the New York Academy of Music. The play was John Brougham's two-act musical burlesque, *Pocahontas, or the Gentle Savage*, "an original, aboriginal, erratic, operatic, semi-civilized, demi-savage extravaganza." The proceeds were devoted to the University crew.

The production was under the direction of Mr. Francis Wilson, then of the Casino, who had studied at Columbia and kindly volunteered his services. It seems hardly probable that too much credit can be accorded Mr. Wilson for whipping into shape in two weeks a show of the nature of *Pocahontas*, with a cast of amateurs, only a few of whom had as yet acquired any experience, and a chorus of raw undergraduates, treading the boards for the first time. Indeed, we have some enlightenment on the subject, from the *Spectator*.

The rehearsals up to within a few days of the performance were discouraging (all rehearsals are), as the principals, with the exception of Mr. Coward and Mr. Morrell, seemed to find difficulty in mastering their lines; but constant repetition and the wittily pointed directions of Mr. Wilson brought the delinquent ones to time, and left no doubt as to the success that awaited the public performance.*

✓ The cast was as follows:

* *Columbia Spectator*, May 5, 1887.

Of ye Savages:

Powhatan I, monarch of the Tuscaroras

	Edw. Fales Coward, '83 L.
<i>The Rt. Hon. Quash-at-Jaw</i>	Eugene J. O'Sullivan, '89
<i>Opodildoc</i>	Frank C. Warren, '89
<i>Cologog</i>	J. C. Wilmerding, Jr., '90
<i>Tingo</i>	S. A. Maguire, '89
<i>H. R. H. Princess Pocahontas</i>	R. L. Morrell, '88
<i>Pooteepet</i>	R. C. Sands, '87
<i>Dimundi</i>	D. F. Cox, '89
<i>Weechavenda</i>	J. W. Gerard, Jr., '89
<i>Krosascanbee</i>	L. C. Reamer, '88
<i>Medicine Men</i>	J. R. Plum, Jr., '87; J. S. Mapes, '88

Of ye Englyshe:

<i>Captain John Smith</i>	V. G. Hall, '88
<i>Lieut. Thomas Brown</i>	C. K. Beekman, '89
Dutch:	
<i>Mynheer Rolf</i>	R. T. Wainwright, '89
Chorus of Indians, soldiers, sailors, school-girls, etc.	

The chorus was composed of the Columbia College Glee Club and of undergraduates not members of the Dramatic Club.

It will be seen, at a glance, that this cast is pretty substantially that of the preceding midwinter show, strengthened by the addition of Mr. Coward, the only non-student in *Pocahontas*. The acting of two men is worthy of especial commendation: Mr. Coward's Powhatan comes down to us as "delightfully fresh and spirited," hitting off that absurd austerity which suspends an audience between seriousness and laughter—a species of comic acting far superior to mere broad fun. The Pocahontas of Mr. Robert Lee Morrell, also won hearty approbation. The passionate Indian girl was rendered with taste and skill; and the make-up was so pretty that the leader of the orchestra is said to have fallen in love with Pocahontas and even to have threatened a bunch of roses!

On the whole the Columbia College Dramatic Club scored a great success. Mr. Wilson was presented with a bronze bust of Napoleon, as a token of the club's appreciation. This account of *Pocahontas* is best closed by a paragraph from *Spectator*:

We are sure that Columbia holds a high place among college dramatic clubs. She has not yet attempted legitimate comedy, as has Amherst, but there is no reason why she cannot. Everyone agreed that our performance was better than that of the Hasty Pudding Club, and some enthusiasts went so far as to say that it was the best amateur performance ever given in New York.

The next Columbia dramatic entertainment took place on the evenings of January 13 and 14, 1888. In the first year of its existence the Dramatic Club had established the custom of giving two performances in the course of the season: the first about midwinter, usually a double bill of comedy or farce; and the second and more important in the spring, a musical extravaganza. Accordingly, the entertainment now under consideration consisted of a light one-act comedy on the lines of farce, *A Frightful Frost*, and, after a few numbers by the Glee Club and a recitation by Mr. Coward, a one-act farce, *B. B., the Boston Boy*. Naturally, there was no need of a playhouse as large as the Academy of Music, and so the performance was given in the concert hall of the Metropolitan Opera House.

The *dramatis personae* of *A Frightful Frost* were few:

<i>Mr. Watmuff</i>	R. L. Morrell, '89 L.
<i>Mrs. Watmuff</i>	R. C. Sands, '89 L.
<i>Ferdinand Swift</i>	V. G. Hall, '89 L.
<i>Walter Litherland</i>	G. A. Morrison, Jr., '89 L.
<i>Emily</i>	T. H. Kelly, '89 L.

It is curious to note, in passing, that every member of the cast is of the class of '89, School of Law.

The closing bill of the programme was *B. B., the Boston Boy*, a one-act farce. The cast was as follows:

Bob Rattles (the ex-chicken, a retired pugilist)

	E. J. O'Sullivan, '89
<i>Mrs. Puncheon</i> (the landlady)	F. C. Warren, '89
<i>Mr. Benjamin Bobbin</i> (an agent).....	R. T. Wainwright, '89 M.
<i>Joe</i> (a waiter).....	B. F. Duff, '88
<i>Squire Greenfield</i>	G. A. Morrison, Jr., '89 L.
<i>Dorothy</i> (a housemaid).....	T. H. Kelly, '89 L.
<i>Mike</i> (a policeman).....	R. C. Sands, '89 L.

On the whole the show was very successful; and the Dramatic Club handed over to the rowing interest of Columbia, one thousand dollars, as the profits of these performances of January 13 and 14, 1888.

And now, when Columbia Dramatics were progressing so rapidly and so smoothly under the auspices of the Columbia College Dramatic Club, like a thunderbolt from a clear sky came the attack that opened a period of altercation. On March 30, 1888, *Spectator* printed the following letter, which we reproduce in full, as a very interesting document in the annals of Columbia dramatics:

To the Editor of *Columbia Spectator*:

The Columbia College Dramatic Club, which presented last spring Brougham's *Pocahontas*, has announced its second burlesque for the benefit of the University crew. The performance last year was highly successful from a financial point of view. It also achieved artistic success, owing to the excellent acting of three or four of the principals, to a splendidly trained chorus, and to the appearance of the College Glee and Banjo Clubs. The entertainment netted a good sum to the Boat Club; and in this fact lies the only possible justification for the existence of the club as the "Columbia College Dramatic Club."

Let us examine into its foundation and history. The members of a certain society in College decided to organize a dramatic club, and to call this organization the "Columbia College Dramatic Club"; and they also decided that only members of their fraternity should be eligible to the Club. The last condition was relaxed only in two cases. The first was the admittance of the most prominent amateur actor in New York.* The second was the admittance of two outsiders for the sole reason that the fraternity could not supply enough men for all the characters. The Club presented two or three puerile, trivial farces with moderate success, all the officers of the Club and all the actors but one or two being members of the fraternity.

It was seen that such a policy could not be pursued. Even the members of the society recognized the utter impropriety of College men appearing in such inappropriate plays; and it was decided to present a burlesque. But here a difficulty arose. The mem-

* Edward Fales Coward, Columbia School of Law, '83.

bership of the fraternity in College was not sufficiently large to furnish all the actors and the chorus, as well as every officer in the Club. So, outside assistance had to be called in; and, as a last resort, the students of the College were requested to help out the fraternity. They did; and only four members of the Columbia College Dramatic Club, including the three outsiders who were taken in at the commencement, were in any way responsible for the success of that entertainment. The students who composed the chorus, the Glee Club, the Banjo Club, and, notably, one outsider,* a member of the Senior class, were the principal elements in the success of the performance.

This year the Club has adopted an even more stringent system of exclusion. The parts will be even more strictly confined to those who are in that fraternity, and those who want to get in. It has even dared to call in men who are not in College. But the same old trouble has been encountered. The fraternity was not large enough to furnish all the characters necessary, and the assistance of the College has been asked to again contribute to the aggrandizement of their fraternity. Let the men who help them out this year feel that they are merely being made convenient to the Club, and that no talent or ability they may display will ever entitle them to membership in the Columbia College Dramatic Club.

I repeat, the one qualification for admittance to this Club is membership in the fraternity I have so frequently mentioned. While this Club exists, no other truly College club will be formed. Such a policy as the present one is prejudicial if not fatal to every dramatic interest at Columbia, and the adoption by these men of the title, "Columbia College Dramatic Club," if it be not fraudulent, is justified only by the money the performances bring to the Boat Club.

This letter was signed "X." Its consequences worked themselves out slowly. The performances of the Dramatic Club went on for a time undisturbed and successful as ever; but noticeable efforts were made by the separate classes to give independent theatrical performances, a movement which supplied the occasion† of the Sophomore show, now a regular event.

* Robert C. Sands, '87 C., and '89 L.

† The purpose of the Sophomore Show is quite different—to raise funds to defray the debt incurred in Freshman year for its crew.

On Friday evening, April 6, Saturday afternoon and Saturday evening, April 7, and also on the following Friday, April 13, at the Berkeley Lyceum, the Dramatic Club produced its second extravaganza, this time an original burlesque on early New York society, in three acts, entitled *Captain Kid*, or *A Peerless Peeress and an Haughty Pirate*, by Mr. George Austin Morrison, Jr., '89 Law, a prominent member of the Club and performer on previous occasions. *Harper's Weekly* devoted an entire page to illustrations of certain scenes. The setting and costuming were quite up to the Dramatic Club's standard, set in *Pocahontas* of the preceding year. The cast was composed of the members of the club, with the assistance of a few extra students.

About the middle of that same month, April, 1888, the Freshmen gave an entertainment at the Berkeley Lyceum. There were no theatricals, and the performance would not be noted here save for the fact that recitations were given by Messrs. Coward and V. G. Hall, both prominent members of the Columbia College Dramatic Club—a fact which shows that the estrangement between that organization and college circles was very slight. But on Thursday evening, May 10, 1888, an independent dramatic performance was given by the Junior class, School of Mines, at the Metropolitan Assembly Rooms. Two farces were presented, *I've Written to Brown* and *Little Toodlekins*. The members of the casts were Messrs. Snow, Weeks, Erb, Harrington, Guiterman, Heinze, Whitlode, Schroeder, Ives, Smith, and Gifford,—an entirely new set of names in Columbia dramatics. These gentlemen are rather to be remembered for their enterprise than for their achievements. The acting of the first farce was "decidedly poor,"* and the second was but slightly better. The Banjo Club gave some selections, and again Mr. Coward recited, as did also Dr. Gustavus Hass. The entertainment was a financial success.

ALISON M. LEDERER

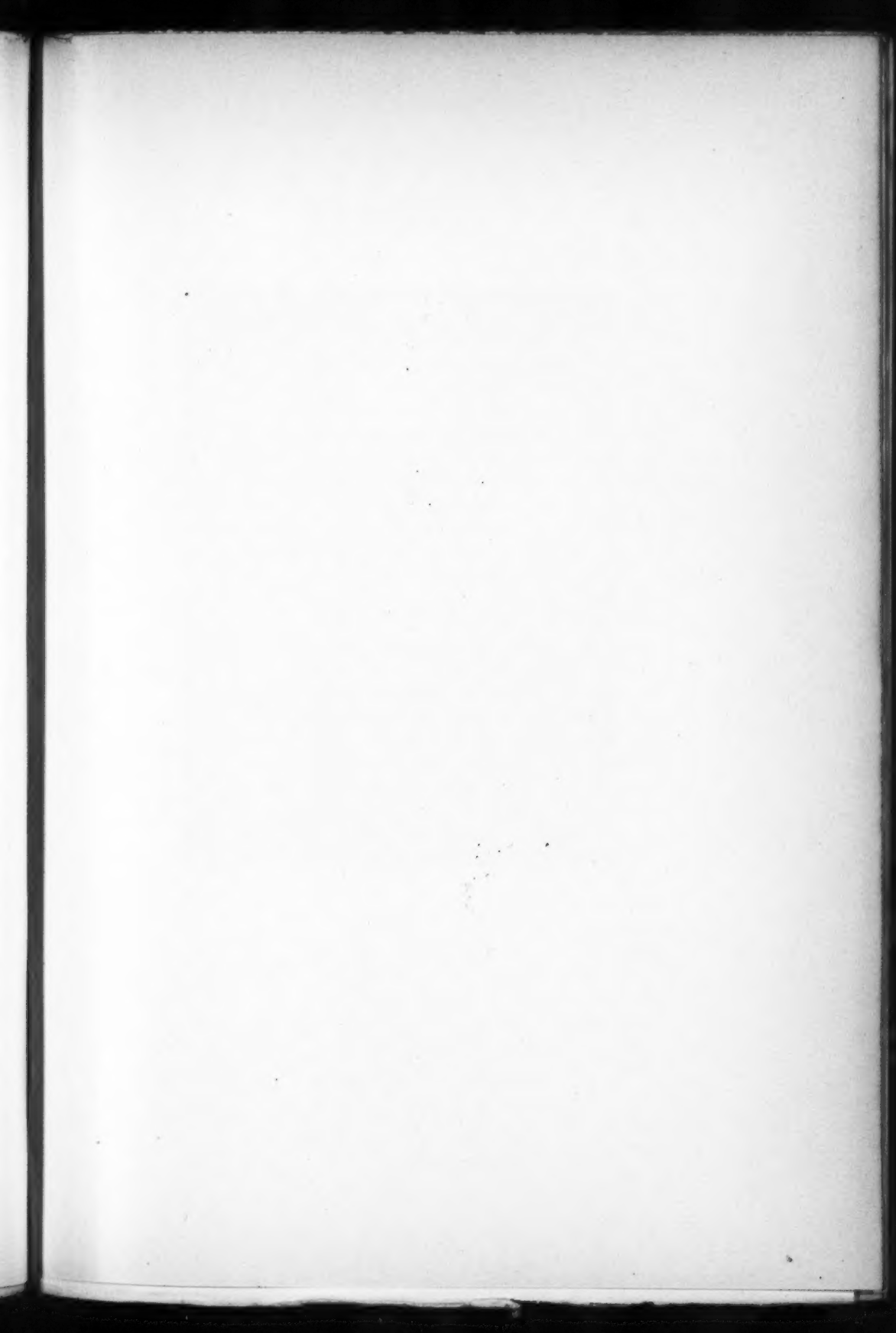
* *Columbia Spectator*, May 24, 1888.

NATHANIEL F. MOORE, LL.D.,

PRESIDENT OF COLUMBIA COLLEGE, 1842-1849

THE first of her own sons to fill the office of President of Columbia was the Rt. Rev. Benjamin Moore of the class of 1768; and after an interval of thirty-one years he was followed by another graduate, in the person of his nephew, Nathaniel F. Moore of the class of 1802, who was elected President in 1842. At this time fifteen of the Trustees comprising the Board were alumni, as were also a large proportion of the Faculty. Among the latter were the Rev. John McVickar, '04, Charles Anthon, '15, and Henry Drisler, '39.

Nathaniel F. Moore was born at Newtown, Long Island, on Christmas Day, 1782, of a respectable but not wealthy family, descended from the Rev. John Moore, an Independent minister, pastor of a colony of English who planted the town of Newtown (then called Middleburg) in 1652. His father was Dr. William Moore, a highly respected physician who, for more than forty years, was in extensive practice in New York. His uncle, the Rt. Rev. Dr. Moore, was the second bishop of the diocese of New York and President of Columbia College from 1801 to 1811. Upon his graduation he delivered the Latin salutatory, *De Astronomiae Laudibus*. He received his Master's degree in course, and the honorary degree of Doctor of Laws in 1825. He chose the profession of the law, which he studied under a much valued friend of his family, Beverly Robinson, of the class of 1773, and was admitted to the Bar in 1805. He never practised extensively, however, and in 1817 he found an occupation more congenial to his tastes, and for which he was more peculiarly fitted, in the appointment as adjunct professor of the Greek and Latin languages in Columbia College. Three years later on the death of Dr. Wilson he was appointed professor, which position he held until 1835, when he resigned. For the next four years he remained almost





Zach. T. Taylor

PRESIDENT, 1842-1849

constantly abroad, traveling extensively, and shortly after his return he was elected to the presidency of the College.

The appearance of the College at this time has been described by a member of the Class of 1839. He tells us that it

occupied a plot of ground bounded by Church Street, Murray Street and College Place. The building was of brick, covered with stucco, painted light brown, with trimmings of freestone. The front was to the south. At the east and west ends, respectively, were two houses, occupied by members of the faculty, which projected considerably beyond the middle buildings; all were three stories high, and there was an old-fashioned belfry in the middle; it was a picturesque old structure, unmistakably academic. In front was a Green of considerable size, shaded by large sycamores. The place had an air of conventual quiet and seclusion, and was delightful in summer when the shadows of the broad leaves rested on the light brown walls and the flagstones of the walk. The middle of the edifice was devoted to the chapel and library. The latter occupied the second floor, and on the floor below were the lecture rooms. The location was about the centre of the fashionable part of the city.*

A few years later Park Place was extended, bisecting the Green and passing directly in front of the College buildings. The view which we publish represents Park Place before it was extended (looking from Broadway towards Church Street), and the fence which is shown at the end of the place is a part of the College enclosure. With the opening of Park Place a large part of the property was converted into leasehold and the size of the Green was much curtailed, but the building remained until its demolition without material change. The site is now marked by a bronze tablet at the corner of Murray Street and West Broadway, the latter corresponding to what was formerly College Place.

* A view of the buildings and grounds as they appeared at this time, was published in the *QUARTERLY* of March last, and we now reproduce a map made almost contemporaneously which shows the situation of the College and the Grammar School with reference to adjacent streets.

There were but ninety-five students in the College when Dr. Moore took office, and the number did not go beyond a hundred and thirty-six during his presidency. The annual receipts and expenditures were about \$23,000, and the floating debt was some \$60,000. The expenses of keeping the old buildings in repair and of meeting the taxes and assessments upon the "Botanic Garden," as the property at 47th Street was still called, were more than the funds of the College were able to meet. This financial situation not only prevented any advance but actually compelled retrenchment; so that it is not surprising that this period discloses no evidence of growth. Nevertheless the College held its own. The course of study, which was probably as broad as in any American college of that day, was as follows:*

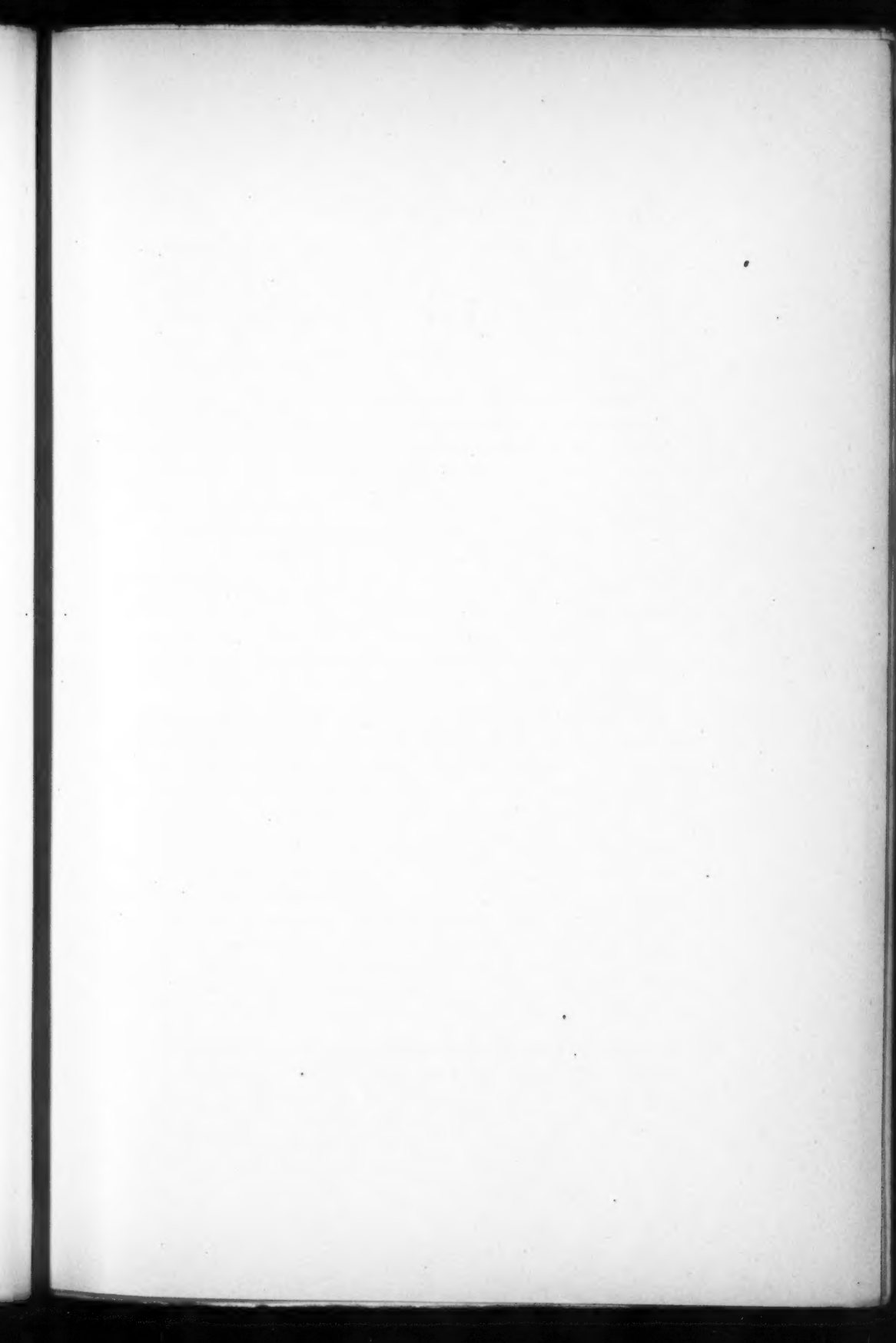
Freshman Class. English composition and universal grammar, 2 hours. Mathematics (algebra and geometry), 3 hours. Greek and Latin (Herodotus, Satires and Epistles of Horace, Cicero *de Senectute*, Latin prose composition and versification), 7 hours. Ancient geography and history, 2 hours. German, 3 hours. Elocution, 1 hour.

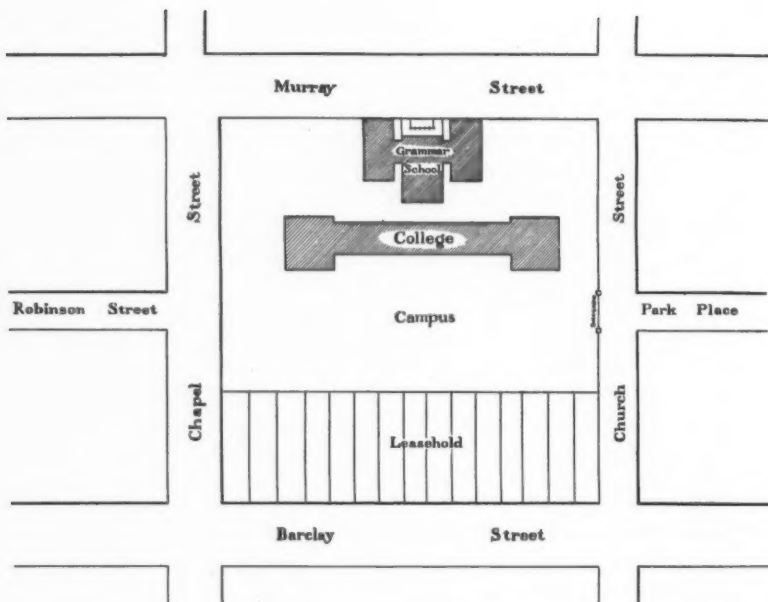
Sophomore Class. Intellectual and moral philosophy, and modern history, 4 hours. English composition, 1 hour. Greek and Latin (selections from Euripides, Horace and Tacitus), 4 hours. Greek and Roman antiquities and geography, 2 hours. Greek and Latin composition in prose and verse, 1 hour. Experimental philosophy (chemistry and physics), 3 hours. Mathematics, 4 hours. German, 2 hours.

Junior Class.—Intellectual and moral philosophy, and rhetoric (taste and criticism), 4 hours. Greek and Latin (Aeschylus, Plautus), 4 hours. Greek and Latin composition in prose and verse, 1 hour. Experimental philosophy (chemistry and geology), 4 hours. Mathematics and astronomy, 3 hours. German, 1 hour.

Senior Class. Intellectual and moral philosophy, English composition, political economy, evidences of natural and revealed

* From the number of hours scheduled, especially in sophomore year, it must be assumed either that there was some election (which is not probable), or that some of the courses were half-year courses.





PLAN OF COLLEGE GROUNDS
BEFORE THE OPENING OF PARK PLACE

religion, 4 hours. Greek and Latin (selections from Sophocles and Juvenal, Greek literature, composition), 4 hours. Experimental philosophy (chemistry and mechanics), 5 hours. Mathematics and astronomy, 2 hours. German, 1 hour.

The President himself gave instruction, and an excellent account of him as a teacher was given by the Rev. Dr. Benjamin I. Haight in a memorial address delivered in the College chapel. Dr. Haight was a member of the class of 1828, and as a student sat under Dr. Moore when the latter was professor of Greek and Latin. He writes:

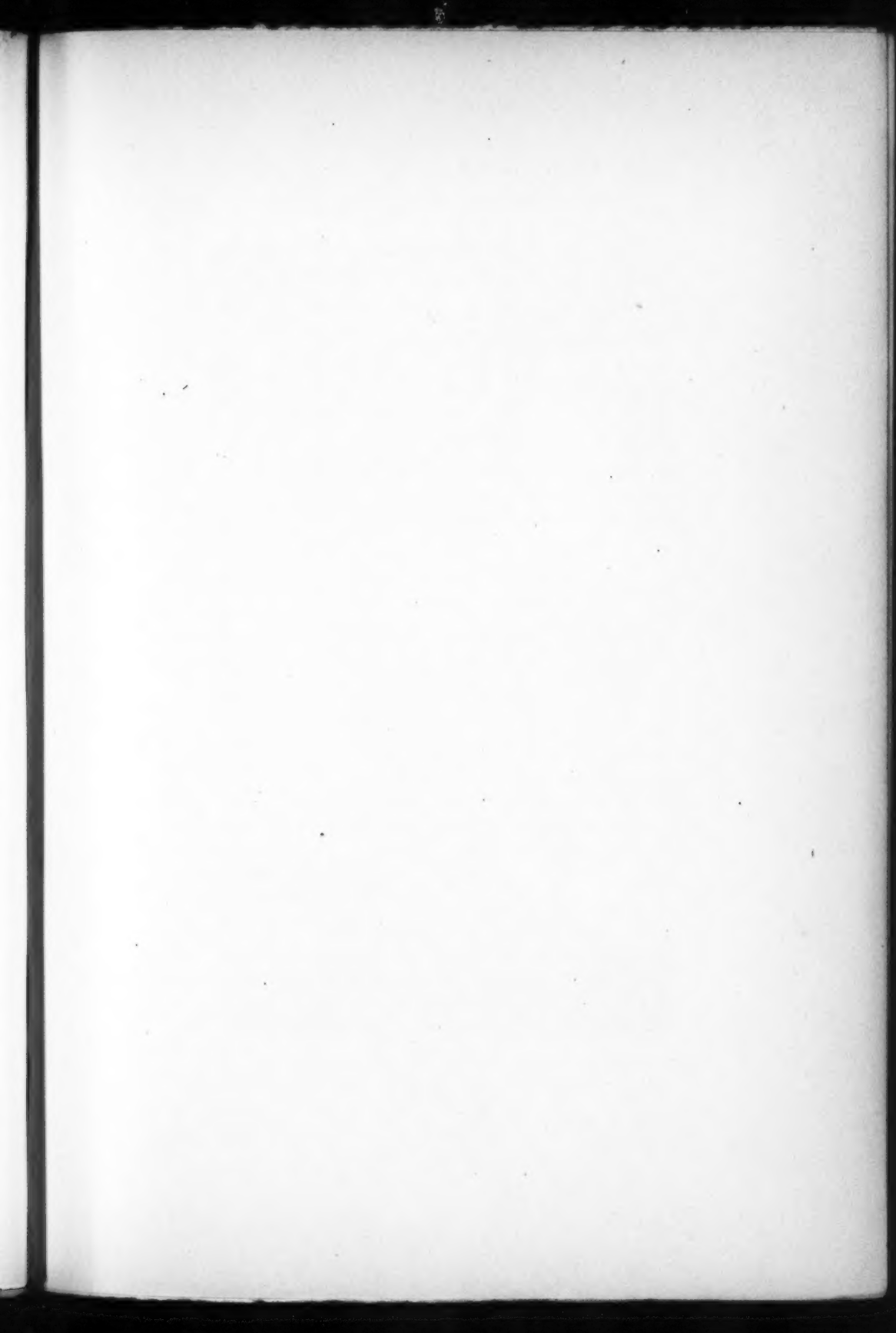
Upon our entering upon our Sophomore year, we came for the first time under the care of Professor Moore. He then occupied the chair of Latin and Greek, which he had filled for the previous eight years. He was in the first prime of life—tall, spare, lithe, with a fine intellectual face, bearing the marks of years of hard study and close application. His air was grave and serious, though not severe. His very presence inspired at once the respect of his pupils. Professor Moore possessed the faculty—somewhat rare, I apprehend—of interesting his pupils deeply in the exercises of his lecture room and of inspiring the desire of knowing more and more of the great authors of antiquity and their famous works. He was a thorough classical scholar himself, having been trained in the College by the venerable and erudite Dr. Peter Wilson (who for twenty-six years filled the chair of Greek and Latin). He was much more than a linguist or grammarian. He appreciated thoroughly all the beauties of the old poets and philosophers and enjoyed intensely their elegant niceties of expression, their marvelous use of words, as well as their vigor and subtlety of thought. He was filled with their spirit. And so, as he sat with his students,—not by any formal lectures, not by any display of knowledge, but by his occasional remarks, by calling their attention now and then to the turn of expression and to the epithet,—he insensibly awakened and strengthened their desire to go onward in their study of the wondrous authors whose powers they had begun to feel.

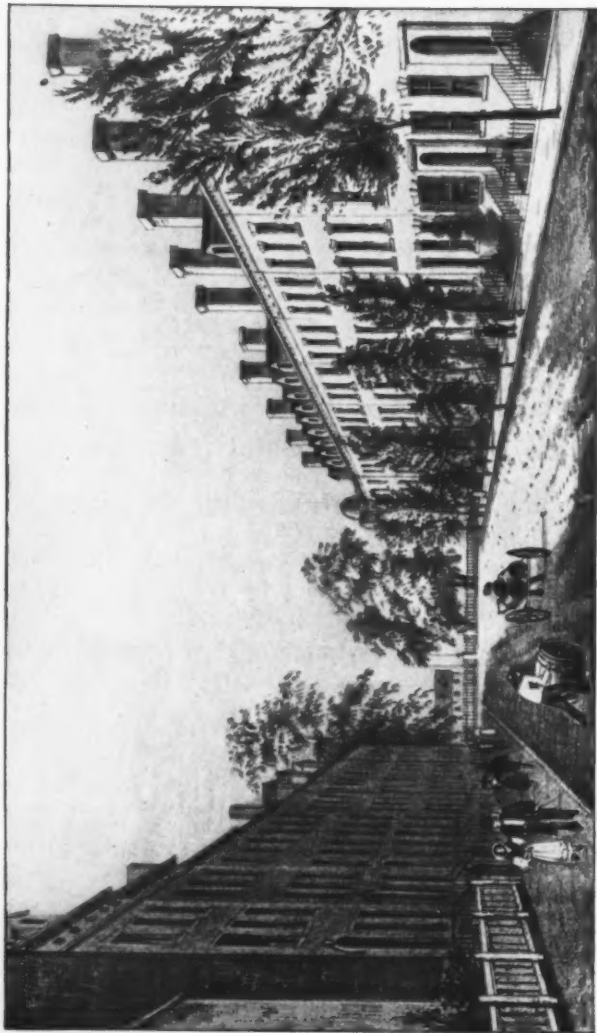
Professor Moore was a devout Christian man and well versed in the sacred Scriptures. The poets and sages of the Hebrews

and the Evangelists and apostles of the primitive Christian Church were familiar to him. And he was wont, whenever the opportunity occurred, to turn from the pagan authors to the inspired writers of the Scriptures, when thereby the meaning of the expressions of the latter could be more fully brought out by the words and phrases of the former, or when the superiority of the teaching of the latter on the great questions of life and duty was apparent; and he did this so simply and naturally, and, as it were, just by the way, that no question was ever raised in the minds of his scholars as to the truth and pertinency of his suggestions. And, while he was thus our accomplished and admirable teacher, he was also our faithful and conscientious mentor in reference to our individual character and conduct. His aim was to help us to become Christian gentlemen as well as accurate scholars.

Another of Dr. Moore's students has given us his impression of the President and some reminiscences of his own undergraduate days. He writes:

The President was always dignified but slightly formal in his demeanor toward students during his monitory interviews with them; his kindly spirit generally leading him to close the interview with the words: "Only please don't let it occur again, sir." He also slightly resented any attempts to be jocose during the time allotted for College exercises. A prominent part of the exercises at morning prayers in the Chapel was a declamation, in academic gown and from a platform, by one student of each of the four classes. This exercise was much disliked by the students, and one morning they showed their dislike by the following arrangement. The first speaker ascended the platform and poured forth the well-known extract, "Banished from Rome! What's banished but set free?" etc. Descending from the platform, he stripped off his gown and passed it to the second speaker, who donned the gown, ascended the platform and hurried through the same extract. Then, hastily descending, he passed the gown to number 3, who went through the same performance, with the same speech. But as number 4 was rushing forward to complete the series, the President's patience was worn out, and he closed the performance by exclaiming: "That will do, Mr. —! That will do! We have had quite enough of it!"





PARK PLACE IN 1842
THE COLLEGE CAMPUS IN THE DISTANCE

On another morning the President, on taking his seat at his desk for prayers, was startled by finding on his Bible a printed obituary notice of his own death, well filled out with laudatory phrases describing his many merits, and winding up with the usual "None knew him but to love him, none named him but to praise." But all my kindly thoughts of old Columbia on Park Place are borne to my memory mingled with recollections of students and professors traversing that beautiful Green under the shadows of its many massive trees. And he fades from my memory as, on Commencement morn, in academic robes arrayed, he solemnly led our procession of students and professors, the Mayor of the city and State officials, up Broadway to the church selected for our annual eruption of oratory and for the laying on of Presidential hands in conferring degrees.

The good doctor's administration was distinctly paternal, as is evidenced by a circular letter which he sent to parents, inviting them to call and confer with him as to the manners and morals of their sons, and by the minute record which he kept of the attendance and conduct of the students. There was, nevertheless, considerable activity among the students in other than the prescribed pursuits. "Shaddle's Bakery," afterwards known as "Wall's Bakery," at the corner of Murray and Church Streets, was a popular place of resort for the undergraduates as well as a base of supplies. During President Moore's term several of the Greek-letter fraternities were established; and much interest was taken in the Philolexian and Peithologian literary societies, which, in addition to their ordinary meetings, held not infrequent joint meetings at which addresses were delivered by distinguished graduates.

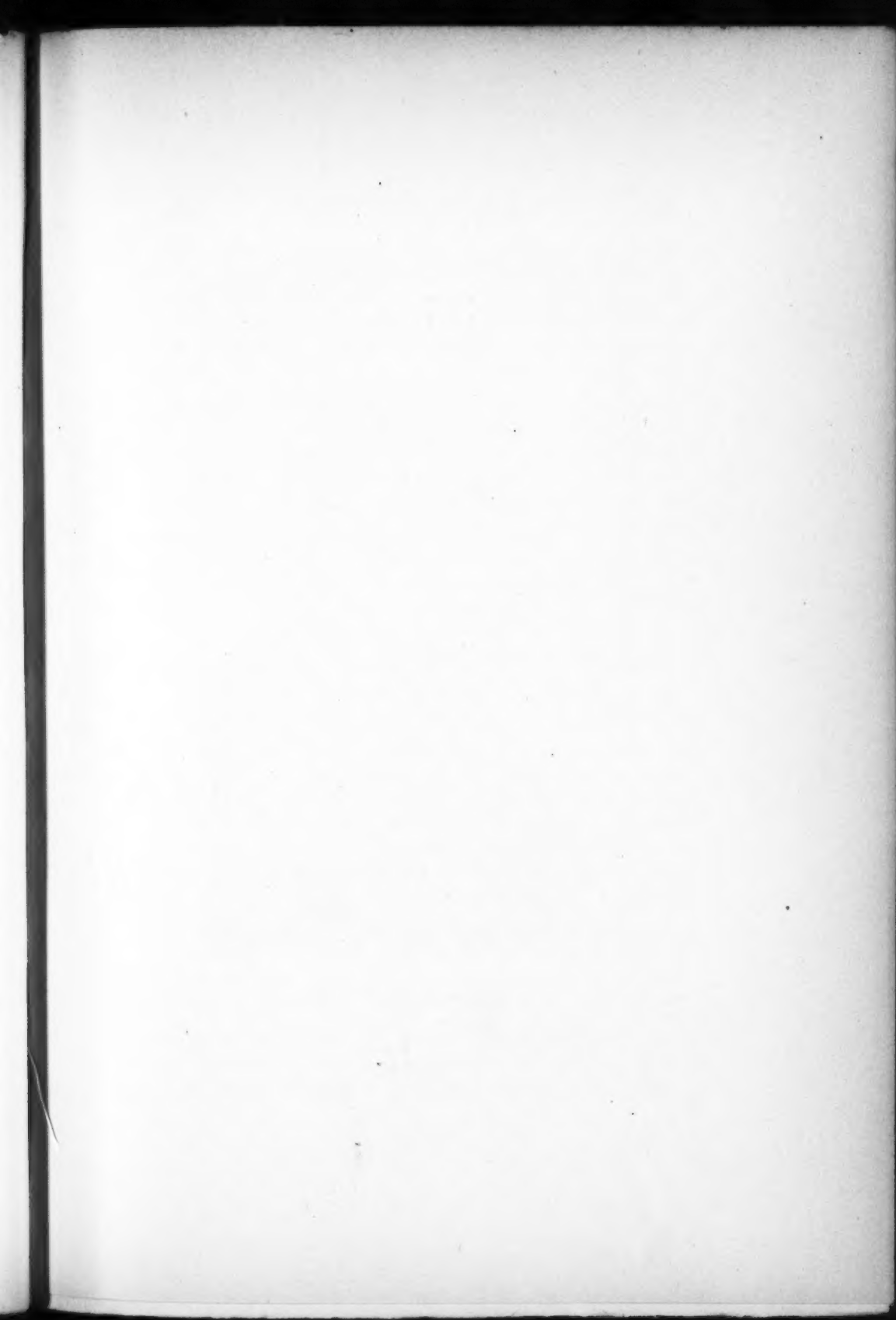
Dr. Moore published, in 1834, a work on ancient mineralogy, the first on the subject in this country; in 1835, six lectures on the Greek language and literature, the first of a short course which he had read in the College; in 1844, a short *Introduction to Universal Grammar*, for the use of the Freshman Class; and, in 1846, *A Historical Sketch of Columbia College*. He took a very lively interest in the library of the College, and, during a portion of the interval between his resignation of his pro-

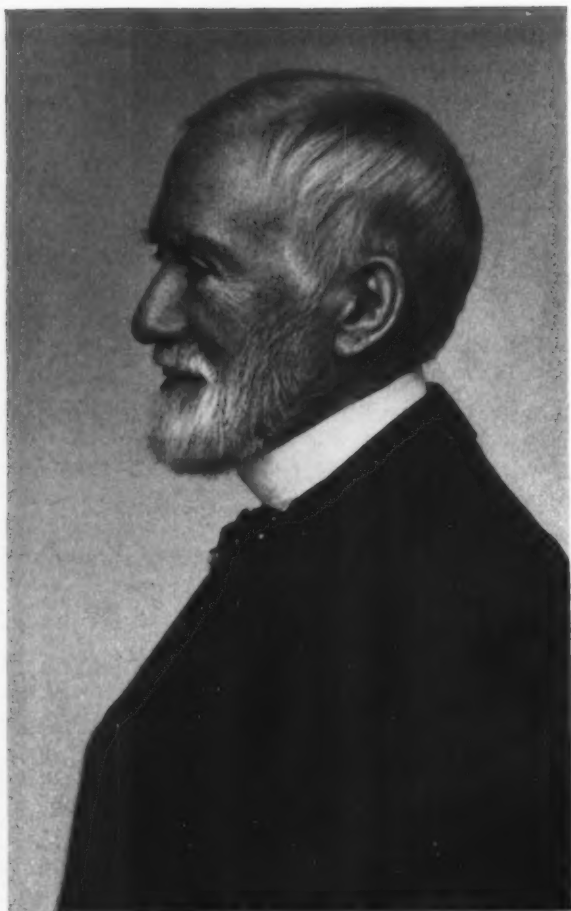
fessorship and his election to the presidency, acted as librarian, and spent much time in cataloguing and introducing better order into it. His own library, which was large and valuable, was purchased by the Trustees and incorporated in the College library. Of his presidency, which lasted seven years, Dr. Haight writes as follows:

He discharged all its duties with scrupulous care and with good success. During six years of this time, being one of the Trustees and having the most warm and reverential regard for him, I was brought again into close relations with him. I never thought that he enjoyed the duties of the headship of the College as he formerly did those of his professorship. They were too multifarious, too much devoted to details of management and discipline; and so not wholly congenial with his past habits as a student, scholar and thoughtful man, living much alone amid his books and given to reflection. But here, in his new and widely different position, he had the same regard for the young men under his care and the same solicitude for their welfare. His address to the students at his first Commencement was marked by a singularly paternal and affectionate tone, and his counsels were most wise and appropriate.

In his inaugural address, delivered at the Commencement of 1842, President Moore outlined very clearly the duties of his office; and, addressing himself especially to the students, he stated with great simplicity, and yet with power, the benefit and utility of the academic course of study, and defended the great value of the classics as the chief instrument of all true educators. He maintained that

The chief object of academic education is not so much to store the memory with facts that may admit of useful application as to train the intellectual powers; to develop and to strengthen faculties that shall enable the educated youth to lay hold on any subject with ability, to engage successfully in any pursuit that demands intelligence and activity of mind. How many examples might be adduced, in England alone, of men who from the universities have entered at once upon the busiest scenes of public





WILLIAM C. SCHERMERHORN

CLASS OF 1840

life—going from Oxford with nothing save Greek and Latin; from Cambridge with mathematics only, as was thought; but, nevertheless, at the outset of their career, displaying a masterly ability in the conduct of the most varied and intricate affairs.

President Moore was one of the leading classical scholars of his time, not only reading Greek but speaking it readily; and he was also a man of large and varied observation, mingling much with men in various countries and taking as keen an interest in scientific discovery as in the history and literature of the past. The last few years of his life were spent at his home in the Highlands of the Hudson. About three months before his death he visited the College for the last time. Although then in his ninetieth year, he was still strong in body and mind; and he manifested great interest in everything connected with the College to which he had devoted the greater part of his long life, with a loyalty and enthusiasm which never failed.

He died on April 25, 1872, beloved for his warm and affectionate disposition and respected and admired for his varied and profound attainments. He was buried in the churchyard of St. Mark's in the Bowery.

WILLIAM COLFORD SCHERMERHORN, A.M.

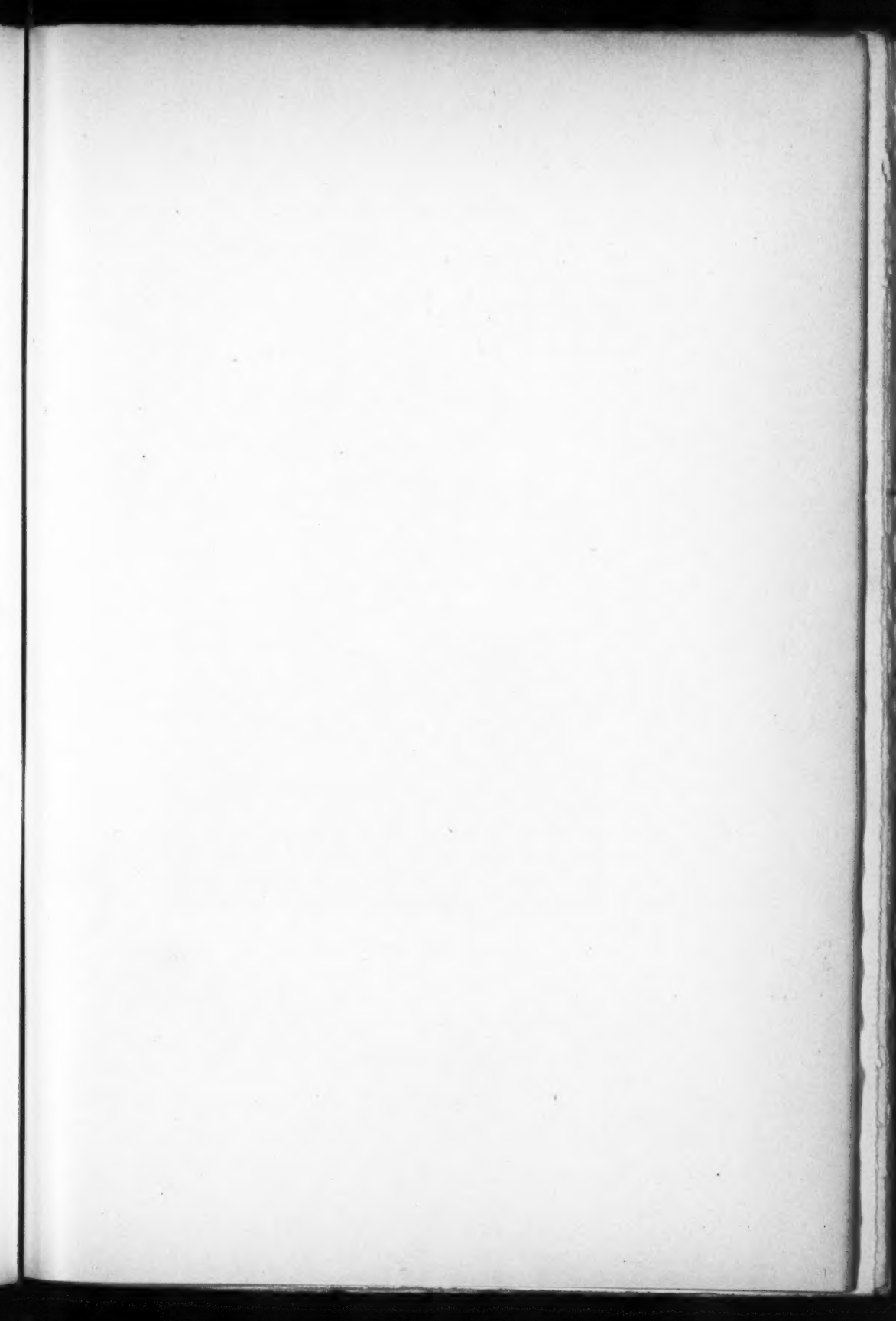
CLASS OF 1840

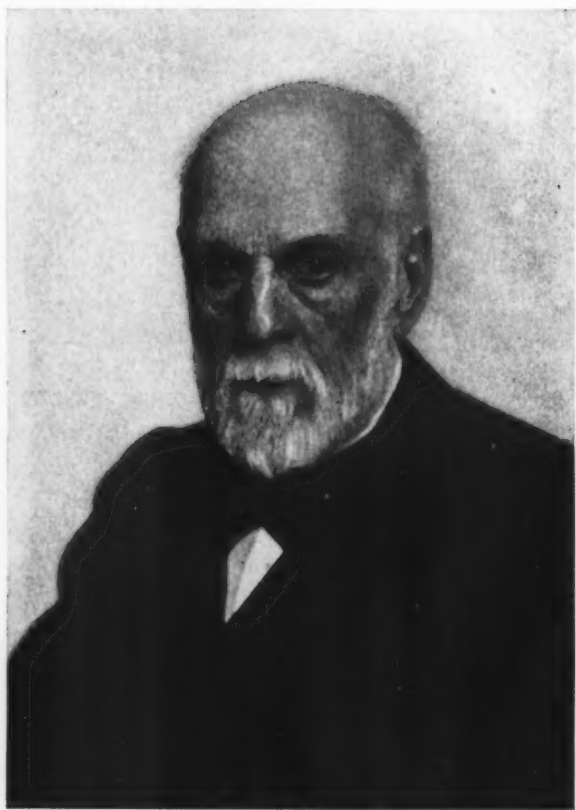
SEPARATED by more than half a century, and by an even wider gulf of change and circumstance, from the College which stood on Park Place, it is difficult to realize that Columbia University is the same college of later growth; and the death of William C. Schermerhorn has severed one of the strongest personal links between the life of those earlier days and the present. As a boy, he lived in Park Place, within a few steps of the College gates. Entering the College in 1837, Mr. Schermerhorn was familiar with the old building when, in appearance, it was almost the same as before the Revolution.

The spacious campus, which he knew, long antedated the invasion of the street and still commanded a view of the Hudson. Under the presidency of Judge Duer he attended chapel with the five or six score of students who daily responded to the ringing of the morning bell, and with them he acquired wisdom from the lips of Anthon and McVickar and Renwick. Few have profited by their teaching more than Mr. Schermerhorn, if we may judge from his interest in education; and most of all it is to the honor of the old college that it inspired in him a love of Alma Mater which continued through his life.

After graduating in 1840, he studied law. In 1860—just about the time that the Law School was established in Great Jones Street, in the old mansion built by his father and in which he himself had lived for many years—he was elected a Trustee. He was unfailing in his attendance at meetings of the Board and of its committees, and often visited the College and listened to the lectures. His first important service was rendered as a member of the committee which organized the School of Mines, and he devoted to the subject the same careful attention which he gave to all matters affecting the College.

Upon the retirement of Mr. Fish, as Chairman of the Board, Mr. Schermerhorn was elected to succeed him. It was with difficulty that he could be induced to accept the office, for extreme modesty and reticence were almost as marked among his characteristics as the unvarying courtesy and gentleness which so endeared him to his associates. It was as Chairman, however, that his finest qualities were most conspicuous and of the greatest service to the University. Thoroughly familiar not only with the history of the College but with the details of its financial and educational administration, he was in the fullest sympathy with every wise plan for its enlargement and development. The seventy years which preceded his taking office cast no shadow upon the clear vision with which he contemplated the great changes incident to the removal of the College, the financial burden which it involved and the future possibilities which it opened; and the courage of youth inspired the confi-





ABRAM S. HEWITT, LL.D.

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dence with which he faced the responsibility. That the University upon its new foundation has advanced so far toward the realization of his hopes is due in no small measure to his open mind and sound judgment, to his cultivated taste and progressive spirit, and to his untiring devotion to its interests. The building which he erected, and which is the most conspicuous evidence of his interest in the University and of his appreciation of its needs, will perpetuate the name of Schermerhorn as that of a loyal son of Columbia; but among his benefactions must be included not his gifts only but also the time and thought and effort which he spent in Columbia's service.

JOHN B. PINE

ABRAM STEVENS HEWITT, A.M., LL.D.

CLASS OF 1842

COLUMBIA has lost one of her most distinguished sons. Mr. Hewitt's long career was, indeed, especially associated with Columbia's annals. When his active life-work began, he was an instructor in the old College; in the last years of his venerable age he was one of the governing body of the new University. It was to Columbia that he owed his early training, as it was upon her that he reflected honor by the achievement of his maturity.

Mr. Hewitt was an exceptionally perfect type of all that we believe to be most characteristic of the representative American. The circumstances of his life and the phases of his character illustrate with peculiar vividness both the opportunities which our country gives to all, and the controlling power with which the typical American is quick to seize those opportunities and master them and bend them to his will. Born to comparative indigence and obscurity, he acquired by his own exertions, wealth and fame. Pursuing for many years a most practical and material vocation, he nevertheless cultivated a liberal philosophy of life which led him always to subordinate

his personal interests to the welfare of those about him. Assuming political leadership and the guidance of a great party, he showed that his supreme devotion was given, not first of all to faction, but rather to the service of the State.

If we hold that Mr. Hewitt was a typical American, we also like to think that he represented very accurately and nobly the best traditions of our University. He had the scholar's training and the scholar's instinct, and he loved learning for its own sake; yet these gifts and instincts never put him out of sympathy with the active life of our eager, strenuous democracy. He was a man of exceptional cultivation, one whose mind was disciplined, whose intellect was trained to the severest processes of logic, and who had thought profoundly upon many themes; but with him, cultivation did not mean isolation and enervation. Instead, it stimulated and inspired him toward the accomplishment of great ends. In other words, scholarship to him was the handmaid of citizenship, and learning seemed desirable mainly because it led to a more luminous understanding of the problems of life itself; so that, in his conception of it, intellectual training was not an acquisition to be selfishly enjoyed, but rather an instrument of power wherewith to shatter wrong and wage eternal warfare for the right. This was the ancient Greek ideal, and it has been cherished always at Columbia, whose roll of honor bears such brilliant testimony to the fact.

As a man of affairs, Mr. Hewitt will be best remembered by the circumstance that although he was for many years one of the greatest employers of labor in the United States, he never found himself at variance with those whom he employed. His enlightened mind worked out a business policy which solved, so far as his own sphere of influence extended, that problem which is still viewed by many as being utterly insoluble; for he reconciled the claims of capital and labor, and while never losing sight of what his own interest demanded, he also never failed to bear in mind the thought that this interest was not to be selfishly subserved, but that upon him had

been laid a great responsibility which made him ultimately answerable for the welfare and the happiness of many others. As a statesman, he is most thoroughly identified with the guidance of his party at a time when a single false step might have plunged the nation into civil war; and although the compromise to which in 1877 he gave a strong support resulted for the time unfavourably to his party, no one who now looks back upon that crisis can venture to deny that his course was statesmanlike and truly patriotic. As a philanthropist, his name is linked with the great benefaction which Peter Cooper first conceived, but to which Mr. Hewitt gave form and substance and in which his were the guiding mind and the shaping hand. As a man and citizen, he will be long remembered in the rôle which suited him so well throughout the later years of his useful, honourable life.

When he retired from the mayoralty at the end of 1888, he shook himself free from political ambition, and to some extent from party ties, to become the disinterested friend of all who were striving in any way to foster the interests of the community in which he dwelt. He stood forth as a fine embodiment of the civic spirit, giving freely of his time, his substance, and his counsel, whenever and wherever these were needed to aid the cause of practical philanthropy, of municipal improvement, or of political righteousness. His influence was strengthened and deepened with every passing year; and it has not died with him; but it endures, both in the lasting impulse which it has imparted to the forces of enlightenment, and in the memory of all who love to cherish the inspiration of a fine example. His character and the abiding lesson of his life shed lustre upon the University whose son he was, and whose interests he served with loyal and unflinching devotion.

HARRY THURSTON PECK

EDITORIAL COMMENT

The recent convocation of scientific societies at Washington was an important event in the history of science in America, and is of somewhat special interest to us, as Columbia University led the way. The plan for a convocation week for the meetings of scientific and learned societies was proposed and carried into effect by members of our faculties; it was presented by our representative to the Association of American Universities; and we set the example of lengthening the Christmas holidays by two or three days, in order that the week in which the first of January falls may be left free for these meetings. Harvard University took similar action last November, thus making the movement unanimous for the seventy leading American institutions of learning. Most of our scientific and learned societies have hitherto met either in midsummer or in Christmas week. The summer meetings were unsatisfactory because of the dispersal of men of science during the holidays and because of the excessive heat; the winter meetings suffered from the shortness of the time and the requirement of absence from home at Christmas. Convocation week has proved to be a successful solution of the difficulties. The American Association for the Advancement of Science which has hitherto met in the summer and the American Society of Naturalists with its affiliated societies which has hitherto met in Christmas week joined in the Washington congress and made it the largest and most notable ever held in this country. There were some thirty-five scientific organizations in session, with an attendance of about fifteen hundred men of science. During the same week the Modern Language Association of America met at Baltimore; the American Historical Association and the American Economic Association, at Philadelphia; and the American Mathematical Society and the Association of American Universities, at Columbia University. In all these meetings the Columbia faculties were well represented, and Columbia professors and instructors contributed their fair share of papers.

The way of the junior investigator has, financially speaking, ever been hard, but some of its hardness may be taken away by the recent action of the Carnegie Institution in creating research assistantships. To these positions there will now be appointed a goodly number of the most promising candidates in many lines of scientific investigation. Such a use for a portion of the funds of the Institution, it will be recalled, is in especial accordance with the wish of Mr. Carnegie, as expressed in his deed of gift, to discover and encourage exceptional talent among the younger men in all departments of science. The *QUARTERLY* directs especial attention to these positions, since among the junior investigators of Columbia University there are a number of strong candidates for such benefits.

According to the official circular, the purpose of the Institution in creating these assistantships is "to discover and develop, under competent scrutiny and under favorable conditions, such persons as have unusual ability." Its intention, however, is not to provide means by which a student may complete his course of study, nor to give assistance in the preparation of dissertations for academic degrees. "Work of a more special character is expected of all who receive appointments." It is further made clear that such an assistant should work under the supervision of an investigator who is known to the authorities of the Carnegie Institution to be engaged in an important field of scientific research, and in a place where there is easy access to libraries and apparatus. On the other hand, there is no reason, it appears, why an assistant should not be appointed whose special work requires that his time be spent in the field or in foreign institutions. The method of selecting assistants is not unlike that employed by various universities in selecting fellows. The candidate is to make an application to the headquarters of the Institution in Washington, and the document should contain a detailed statement of his qualifications and a list of publications, together with testimonials from his research sponsors. He should state, furthermore, the character of the research work which he wishes to carry out and the probable duration of time for which the allowance is asked. Copies of his published papers are also desired. The annual stipend of

the assistant is to vary "according to circumstances. As a rule, it will not exceed one thousand dollars per annum." An appointment is made for one year, but may be subject to renewal. It is of interest to note that the candidate is to be selected primarily for his work; that no one is to be debarred from appointment on account of nationality, residence, age or lack of an academic degree; and that the positions will be open on equal terms to women.

An educational inquest which elicits answers from one hundred and seventeen professors furnishes no mean body of expert opinion; and when the inquiry is directed to so important a matter as the correlation of all the parts of one of the most complex of American universities, the results are of consequence not only to the trustees, faculties, students and alumni of that particular university but to all who are concerned with or interested in the problems of the higher education in the United States. At Columbia the question immediately under examination is the correlation of three colleges and seven professional schools,—for Teachers College includes both an undergraduate college and a professional school,—and even this broad question can not be discussed without reference to the relation of the colleges to three other schools, *viz.*, the non-professional graduate schools. The plan which the President set forth in his Report to the Trustees, and which he has submitted to the judgment of the faculties deals with the whole problem. His suggestion that the degree of A.B. might be given on a two-year course—a suggestion on which public attention has been unduly concentrated—is but an incidental feature of his larger plan. In the digest with which this number of the *QUARTERLY* opens, the opinions of the professors are set forth and the general result is summarized. The really important outcome is this: while the teaching body does not favor the idea of establishing a two-year A.B. course, it accepts the broader and essential features of the President's plan. From a practical point of view, accordingly, this preliminary inquiry has been of great value, and its results are on the whole very satisfactory. By revealing the lines of substantial agreement as well as the points of difference, it has limited the field of the coming debates; and in showing that the differences which exist

concern the means to be employed rather than the ends to be sought, it raises a strong presumption that an acceptable compromise may be discovered.

One of the points on which there seems to be an extensive if not a general agreement is that more work ought to be done each year in the College. Those especially who desire to base admission

Lengthening the University Year to the professional schools on a shortened college course insist strongly on the necessity of getting more work done in the two years or in the three years than is now done in the same periods. A step in this direction has already been taken, as is elsewhere pointed out, by lengthening the teaching year. Under existing arrangements the academic year varies from thirty-five and a half to thirty-six and a half weeks. Under the new arrangements, which take effect next autumn, it is to have a uniform length of thirty-seven weeks. The demand for this change came chiefly from Columbia, Barnard and Teachers Colleges and was based in part on the assertion that, after deducting two weeks or even ten days for mid-year examinations, the present teaching year is a very short one. The schools in which no mid-year examinations are held accepted the lengthening of the year either because they also desired an increase of teaching time or for the sake of uniformity.

At the same time a way has been opened to obtain more consecutive work in all the schools by a rearrangement of holidays. The University Council is now empowered to lessen, if it shall see fit, the interruptions occasioned by the somewhat numerous single holidays, and to establish an Easter recess from Maundy Thursday to Easter Monday inclusive. In this case, however, uniformity of practice does not appear to be contemplated: the recess is to be given only to the schools that desire it.

The new edition of the Columbia Gymnasium Guide contains all the information needed for the use of the gymnasium and twelve pages of most excellent exhortation and counsel regarding physical

The Gymnasium Guide exercise and personal hygiene. It is true, as Professor Richards of Yale has remarked, that it is "development of the highest kind of will . . . when, to take exercise, a man resolutely overcomes the distaste for it"; and, as

Dr. Savage adds, it requires an equally strong mind to observe rigidly the negative laws of health. If the average man could develop such tenacity of purpose as to follow all the advice here given, we are sure that nothing but *vis maior* in the shape of accident or of particularly lethal bacteria would necessitate recourse to medical aid; but by reason of negligence as well as misfortune the student will find use for the list of eight physicians and surgeons printed at the end of the pamphlet. These will not only treat him, but, if he bears a card from any member of the Committee on Employment, they will treat him gratuitously.

The Guide also contains the records, for the last four years, of gymnastic competitions within the University and with other institutions. In the Columbia contests it is interesting to note that in the first year Science carried off the majority of the championships, while in the three following years the College has been in the lead. In the four intercollegiate gymnastic contests, with from five to eight institutions competing, Columbia has once carried off first honors and has twice held the second place. In the competitions conducted by the Society of College Gymnasium Directors and decided by a comparison of authenticated records—competitions that are not the less interesting because they are wholly unspectacular—Columbia has not yet won the individual strength championship; but twice in four years the strongest fifty men have been found on Morningside Heights. In these competitions the records have been rising year by year with a rapidity that is almost bewildering. Last year the strongest fifty were 34 per cent. stronger and the strongest individual was 48 per cent. more powerful than in 1898-99. When strength is increasing at such a rate, it is evident that the individual is not withering and that the Caucasian is not played out. It is also evident that American college education is not altogether a failure. It is probable, of course, that participation in these contests is increasing, and that muscular possibilities are being more generally developed. It is probable that there is knack as well as strength in making a record, and that knack (which is simply the harmonious coöperation of muscles and nerves) is being perfected. It is possible—but of what value are the inexpert conjectures of the weaklings of an earlier generation?

The remarkable advances in medicine which have been made of late years and the general application of scientific methods of research to the discovery of the cause and cure of disease

The Medical School create new demands upon the medical schools and necessitate a broadening and strengthening of medical education. The first step has been taken by the College of Physicians and Surgeons in the establishment of higher requirements for admission; and it is probable that these requirements will gradually be advanced until a student upon entering shall have had not less than two years of college training, including an elementary knowledge of physics, chemistry and biology. The Medical Faculty has also adopted a carefully revised curriculum, to go into effect at once, which will make the work of the College wider in range, and more effective in character. The establishment of summer courses of instruction, to begin in 1903, is also announced, and a reading room and medical library will be opened to the students at the beginning of the next term. Increased opportunities for laboratory instruction will also be provided. These changes and others have been recommended to the Trustees by their Committee on Education. The Committee state in their report that they "are convinced that, with the great and deserved reputation of the College of Physicians and Surgeons, its distinguished services to the medical profession for three generations, and its excellent buildings and equipment, there is an opportunity before the Trustees to make it as efficient as any center of medical education in the world," and that "no effort to this end should be spared." As a prerequisite to this result, however, the Committee report that the school must be put upon a true university basis; that its facilities for laboratory and clinical instruction must be increased; that more ample provision must be made for the teaching of small sections, rather than large classes of students; and that the spirit of research must be encouraged. Recognizing the fact that the cost of medical education is very great and is likely to increase and that it cannot be met by the fees of students, the Committee urge the need of increased endowments, which will enable the College to utilize to the utmost its facilities, already exceptionally great, and to offer enlarged and increased advantages to its students.

The revival of the Alumni Association of the Law School after its long sleep of thirty years is an event of more than ordinary interest and significance. The conditions under which

**Law Alumni
Association**

the work of the school was carried on in the seventies and eighties did not tend to draw the students of that period into a homogeneous body; and it is perhaps not to be wondered at that the alumni association organized in 1860 went into innocuous desuetude after a precarious existence of a dozen years. But to those who are familiar with the Columbia Law School of to-day, it will not seem surprising that among the thousand graduates of the last ten or twelve years there should have arisen a spontaneous movement for an organization to bind them together in the bonds of a common sympathy and a common purpose. It was their good fortune to find such an organization already in existence, needing only the touch of the new spirit to restore it to life and vigor. This was accomplished in November last, when, on the suggestion of some of the more recent graduates, the standing committee of the original association again met and elected officers and a number of new members. Since then the association has displayed every symptom of permanent reanimation: its constitution has been revised, and its membership further increased. After its long absence, it appears among our other alumni organizations somewhat as a stranger, but it will be welcomed not the less heartily, both as an added source of strength to the Law School and as affording to the graduates of that school their due representation among the alumni of the University.

To the President of the University, in his great sorrow, the hearts of his colleagues go out in sympathy. The University itself, in that social life which even a metropolitan university pos-

In Memoriam

sesses, is poorer by the loss of a gracious and winning presence; of a tact that never failed, because it sprang from a kindly heart and was guided by sympathetic insight; of an influence that made always—and the more strongly because its exercise was unconscious—for all that is truest and finest in manhood as in womanhood.

THE UNIVERSITY

Convocation Week drew a large part of Columbia's teaching force southward—the natural scientists to Washington, the modern philologists to Baltimore, the historians and economists to Philadelphia; but the same week brought to New York City and to Columbia their full share of academic visitors from all parts of the United States. Of the meetings held at the University none was more interesting than the fourth annual conference of the Association of American Universities (December 29, 30 and 31); and none brought to the University more distinguished guests. The conference was attended by more than thirty delegates, including Presidents Eliot, Hadley, Harper and Hall, Acting President Birge, Rector Conaty, and many professors who have been long and intimately connected with the development of advanced education in the United States. The sessions were held in the Trustees' Room, a place unusually well adapted, by the nobility of its design, the comfort of its fittings, its pleasant light and its good acoustic properties, to the purposes of such a gathering. If an eminent painter of portraits could have perpetuated some of the groupings there to be seen, with the background of the beautiful fire-place and mantel, the result would have been not merely a historical picture of academic interest but a work of art of the first importance.

The Association of American Universities, as at present constituted, consists of the following fourteen members: University of California, Catholic University, Chicago, Clark, Columbia, Cornell, Harvard, Johns Hopkins, Leland Stanford, Jr., Michigan, Pennsylvania, Princeton, Yale and Wisconsin. Membership and voting are by universities; the president of each university generally attends the conferences when possible, and other delegates are appointed as well.

A varied programme had been provided by the executive committee, the subjects of papers and discussion being as follows: "The certificate system of admission to colleges and universities," "The requirements for admission to professional schools," "The enlargement of membership in the Association," and "The uniformity of university statistics of enrolment and expenditure."

The papers and the ensuing discussions were in the highest degree interesting and profitable. This is perhaps least true of the first session, which was devoted to the certificate system; for although many points of value were brought out, it was generally felt that the whole matter had best have been left to the sectional associations of colleges and secondary schools, which have for many years annually wrangled over this elastic and uneasy subject. Incidentally fresh light was thrown on the radical differences in the situation between West and East, so that no general rule covering both seems as yet possible of formulation.

Particular interest attached to the second and fourth sessions. At the second, papers were presented by President Eliot of Harvard, and Professor Huffcut of Cornell, the former advocating, the latter deprecating, the requirement of a first degree for admission to the professional schools of the university. President Eliot, both in his paper and in the ensuing discussion, laid great stress on the increasing demands made on the intelligence and equipment of the professional student by the enormous development of the sciences during the last generation. Professor Huffcut opposed the requirement of a first degree chiefly on the grounds that the period of study was already unduly lengthened, and that an aristocracy of the professions would be thereby established, repugnant to the democratic traditions of education in our country. In the discussion which followed, the latter point was frequently touched upon; one speaker after another showed that an aristocracy of the professions was inevitable, unless they were to be thrown open to "the man in the street" who might elect to practise them; and President Eliot in particular pointed out that in this country there would doubtless always be professional schools unconnected with universities, following lower ideals and affording inferior advantages, so that it is incumbent on the universities to lead the way toward the best training possible, the training most nearly abreast of the constant advance in scientific knowledge. Professor Barker of Chicago, in some remarks of singular lucidity, beauty and force, developed his conception of the equipment requisite for the young man beginning the study of medicine: an education that might fairly be called liberal, including a good knowledge of literature; a certain plasticity and youthful enthusiasm, generally lost after the student's twenty-first year; preliminary training in

biology, physics and chemistry, with much more mathematics than is generally thought necessary; and a good reading knowledge of French and German. The mere acquisition of a bachelor's degree, though earned in a college of the highest rank, is not adequate because the training which it represents is so indefinite in character. Professor Barker showed that there is not yet in this country a single medical school of strictly university rank, though great advances have been made in this direction. Professor Starr of Columbia pointed out the significant fact that all the graduates of the Columbia School of Medicine who can do so secure hospital appointments, which are not at all remunerative, and make every effort to get to Germany for at least a year of further clinical instruction, thus acknowledging that six or even seven years instead of four are necessary for the proper training of a physician.

At the concluding session an elaborate paper on uniformity of university statistics was presented by the Secretary of Columbia University. Discussion of the paper was made a special order for the next annual conference, both because of the very technical character of the subject, necessitating a careful examination of the tables and figures presented before discussion could be intelligently carried on, and because an unusual opportunity was given to the conference of gaining information on the subject of the Rhodes scholarship fund. Principal Parkin of Lower Canada College, who has been empowered by the trustees of the fund to bring the subject before the educational and other authorities of the United States and the British colonies, was present by invitation of the association and gave a most interesting account of the present state of the negotiations towards carrying out the intentions of Mr. Rhodes's bequest. What Oxford has to offer, what the separate colleges of Oxford are willing to offer, and how the American beneficiaries of the fund are to be chosen—these were the topics of his informal but most illuminating remarks. He laid great stress on the necessity of keeping the appointments entirely free from improper influences. As Mr. Parkin put it:

If I were to say what the main object of the trustees is, it would be that they wish as far as possible to carry out this bequest in sympathy with local ideas and with local advice in all parts of the world. The thought which they have given me is this: that they would like to have some scheme arranged which would make the

selection of the scholars absolutely separated, as far as human device can make it, from any influence political, religious or of a race kind.

Mr. Parkin's remarks called forth some very interesting divergences of opinion concerning the type of young American best fitted to be sent to Oxford. President Eliot urged the fullest possible recognition of the fact that Oxford stands preëminently for just one thing, classical literary culture. He advocated the policy of taking advantage of this fact: of sending from here young men not over eighteen or nineteen, as thoroughly trained in Latin and Greek as is possible at that age, who should remain the full term of three years and absorb to the best of their ability all the peculiar excellences of the Oxford training. On their return these young men would show whether such a training is or is not a desirable leaven in our American life. They should go as undergraduates, as distinctly young and immature men, that there may be no mere half-way experimenting. Graduate students should be directed to Germany, as heretofore, or to France. Some of the delegates present were inclined to think this view too thoroughgoing, believing that young graduates might often be more suitable candidates, and less exposed to the danger of denationalization. The general outcome of the discussion, on which no formal action was taken, was that the execution of the Rhodes bequest presents, as regards the United States, peculiarly difficult problems, but that the ultimate value and profit to our people ought to be exceedingly great. The broad and liberal spirit, and the intelligent appreciation of the questions to be met, displayed by Mr. Parkin impressed the conference deeply, and every one present agreed that the discussion had proved most profitable.

Altogether the meetings were an unqualified success, as affording occasion for informal and unreserved exchange of views between men charged with some of the most difficult tasks in modern education. The limited size of these gatherings makes possible a form of discussion quite impracticable in larger assemblies.

* * *

The ninth annual meeting of the American Mathematical Society was held at Columbia University on December 29 and 30. At the election of officers, which took place at this meet-

ing, Professor Thomas S. Fiske was chosen president of the society for the term of two years. Professor David E. Smith was reelected as librarian and also made one of the members of the Committee of Publication. Professor F. N. Cole was reelected secretary and member of the Committee of Publication. The Society, which was originally founded at Columbia in 1888, has always maintained close relations with the University. Its regular meetings have always been held here. Five of the seven presidents have been Columbia men: Professor Van Amringe, Dr. Emory McClintock, Dr. G. W. Hill, Professor R. S. Woodward and Professor Fiske. Professor Fiske served as secretary from 1888 to 1895 and was then succeeded by Professor Cole. Professors Fiske and Jacoby founded the *Bulletin* of the Society and Professor Fiske is one of the three members of the editorial board of the *Transactions*. The University is one of the contributors to the financial support of this last journal. The library of the Society is also deposited at Columbia. The Society is, however, fully entitled to its national designation, including as it does nearly every mathematician of standing in America. Two-fifths of the members are located west of Buffalo. A section meets regularly at Chicago and Evanston, and another at Stanford University and San Francisco.

A special feature of the recent annual meeting was the address of the retiring president, Professor E. H. Moore, of the University of Chicago, "On the foundations of mathematics." Among the other papers presented were: "On the axiom of infinity," by Dr. C. J. Keyser; "The general quadratic system of conics and quadrics" and "The generalized Beltrami problem concerning geodesic representation," by Dr. Edward Kasner.

* * *

An interesting and unusual occurrence in connection with the February meeting of the Trustees was the conferring *in camera* of the degree of LL.D., *honoris causa*, upon President Andrew Sloan Draper of the University of Illinois. Arrangements had been made to confer the degree in 1902, but the terrible accident which nearly cost President Draper his life made it impossible for him to be present on Commencement Day. The degree was conferred, February 2, in the presence

of the Trustees, the University Council, and a few personal friends of President Draper. The candidate was presented for the degree by Professor J. Howard Van Amringe, Dean of Columbia College, who said:

The Honorable Andrew Sloan Draper has long been distinguished, in this country and elsewhere, for his knowledge of the principles of education, which he has elucidated in published works marked by accuracy of learning and clearness of expression; for his thorough acquaintance with the intricate and recondite subjects of educational organization and administration, in which he is an acknowledged authority, in which his rare skill has been practically shown in high official position, as superintendent of public instruction in the State of New York, as city superintendent of schools in Cleveland, Ohio, and in his present position as president of the State University of Illinois; and for a monograph on which he was awarded a medal at the Paris exposition of 1900. As a man of erudition and an author of repute in his chosen field, and as a representative educational officer, I commend him cordially to you for the honorary degree of doctor of laws, which I beg may now be conferred upon him.

President Butler conferred the degree in these words:

Andrew Sloan Draper, bachelor of laws, patriotic and courageous citizen, effective administrator of public education in three commonwealths, trusted leader and guide of public opinion, president of the University of Illinois, I gladly admit you to the degree of doctor of laws in this University, and confer upon you all the rights and privileges that belong thereto. In token thereof I hand you this diploma.

* * *

During the month of February, a number of important gifts to Columbia were announced, of which the largest was the sum of \$100,000, given by the Duc de Loubat for the endowment of a professorship of American Archæology, a subject in which he has endowed chairs in the University of Berlin and in the University of Paris. The Trustees accepted the gift, and chose as the first incumbent of the professorship, Mr. Marshall H. Saville, curator of archæology at the Museum of Natural History, and vice-president for anthropology of the American Association for the Advancement of Science. Mr. Saville's appointment ensures the carrying forward of the work of the new chair upon the highest possible plane, and will increase the coöperation, already considerable, between

Columbia University and the Museum of Natural History. Mr. Saville will enter upon his duties at the beginning of the next academic year.

Among the other gifts (of which a detailed statement will be found on p. 241, in the summary of the proceedings of the Trustees) the most considerable were \$10,000 for the endowment of a "Gustav Gottheil lectureship in Semitic languages," and an equal sum for the endowment of a "Julius Beer lecture fund," to provide for lectures to be given under the direction of the Faculty of Political Science.

* * *

An agreement from which interesting results are expected has been entered into by the Alliance Française of New York and by Columbia University. By virtue of this agreement part of the work of the Alliance will be carried conjointly with the University. Although general in character, the agreement specifies some particular lines of work as lying within the field of coöperation for the two institutions, and, among these, the establishment of examinations for the certification of teachers of the French language. It is expected that the examinations will be based as far as possible upon the examinations for the "Agrégation des langues vivantes" carried on by the University of France. The agreement also contemplates the organization of public courses of French lectures and classes for the study of French. It goes without saying that what has been done thus far in the same direction by the University, for instance the Thursday afternoon course of public French lectures, remains outside of the plan of coöperation. The financial side of the plan remains entirely in the hands of the Alliance, but the University promises to give to its partner the advantages of its publicity. It is expected also that part of the joint work will be carried on within the Columbia buildings.

The coöperative work of the two institutions will be managed by a committee consisting of the President of Columbia University, the Consul General of France in New York, the President of the Alliance Française of New York, the President of the Federation of the Alliance Française in the United States and the Professor of Romance Languages and Literatures in Columbia University. The last-named member will be *ex officio* chair-

man of the examining board to be appointed by this committee. In 1903 the committee will consist of the following members: President Butler, Consul General Soufflot de Maguy, Frederic R. Coudert, Jr., James H. Hyde, Professor Adolphe Cohn.

Either party can terminate the agreement by giving due notice three months before the expiration of any academic year.

* * *

Partly by action of the University Council, and partly by amendments to the statutes adopted by the Trustees on the recommendation of the Council, new rules have been established governing the length of the academic year and the number of incidental holidays.

Commencement Day will remain as now the second Wednesday in June, but the academic year will open thirty-seven weeks preceding commencement day, instead of on the first Monday in October as at present. Under this new arrangement, the University will open for 1903-4 on Wednesday, September 23. It is planned to have somewhat formal exercises, with an address to the officers and students, on the afternoon of the opening day. It will hereafter be in the discretion of the University Council to do away with the custom of omitting academic exercises on legal holidays. Heretofore the statutes have required a suspension of the exercises of the University on all legal holidays. It is understood to be the intention of the University Council to drop the holidays now observed on Lincoln's Birthday and on Washington's Birthday. Suspension of exercises on these days, it is believed, is desired neither by officers nor by students. It will also be in the discretion of the University Council to establish, either for the entire University or for any part thereof, an Easter recess, to extend from the evening of the Wednesday before Easter to the morning of the Tuesday following. Academic exercises are now suspended on Good Friday only. Such a recess will probably be established for Columbia, Barnard and Teachers Colleges, and possibly for all the schools on Morning-side Heights.

Under the terms of the new calendar, Columbia will have a longer teaching year than the majority of the American universities. This is due not only to the fact that the number of teaching days will be increased by the changes mentioned, but also

to the fact that Saturday is regarded throughout the University as a day for classroom and laboratory instruction.

* * *

To the University the first month of the new year brought great losses. Two of the most honored alumni of Columbia College passed away in that month: William C. Schermerhorn, of the Class of 1840, died January 1, and Abram S. Hewitt, of the Class of 1842, January 18. Both men were members of the Board of Trustees, Mr. Schermerhorn having served as its Chairman since the death of Hamilton Fish in 1893.

The funeral services of Mr. Schermerhorn were held on Sunday, January 4, at Grace Church, and those of Mr. Hewitt on Wednesday, January 21, at Calvary Church. In each case both the Trustees and the officers of the University were represented.

The Alumni Association of the College at its meeting, January 22, adopted by a rising vote the following minute:

Within a few days of each other, two of the oldest and most honored sons of Columbia have filled the measure of useful lives and gone to their exceeding great reward. Fellow students and participants alike in the scholarly and ennobling traditions and influences of the old College, they attracted to themselves, in a remarkable degree, the affectionate regard and profound respect of their fellow men.

William C. Schermerhorn, of the Class of 1840, was by nature reticent and unassertive. He was well known to comparatively few, but by them his generous and sympathetic support of all deserving philanthropic objects was always relied upon with unfailing certainty; to them were known his intelligent and deep interest in all questions affecting the public welfare, his love of music and the fine arts, of which he was a liberal patron, and his devotion to his Alma Mater, of which he was long a Trustee.

In Abram S. Hewitt, of the Class of 1842, were illustrated those sterling qualities which distinguished the alumni of King's College in the War of Independence and in the establishment of the Republic. Vigorous and aggressive in character, clear-minded and far-seeing, the strength of his convictions, his wide and accurate information, his logical and persuasive eloquence made him a leader of men and gained for him distinction as a member of Congress, as Mayor of New York and still more as, by common consent, the first citizen of this great municipality. No less attached to the College than his fellow alumnus, one of his last expressed wishes was that he might have done more for its advancement.

As educated men, Mr. Schermerhorn and Mr. Hewitt gave material proof of the value in which they held general education and sound learning: the former in Schermerhorn Hall and other benefactions, the latter in Cooper Union and in his contributions and unwearied efforts for the wider and better education of the people. They have thus left to succeeding generations of students and citizens not only the example and incentive of noble and unselfish lives, but the means whereby others may be prepared to lead them.

The funeral services of Mrs. Butler, whose death, January 10, deeply affected the entire University community, took place in St. George's Church, Stuyvesant Square, on the morning of January 12. The services were conducted by the Rev. Dr. Rainsford, the rector of the church. The pall-bearers were Professors Van Amringe, Burgess and Perry, Mr. John B. Pine, Dr. Canfield and President Hadley of Yale. Almost the entire teaching staff of the University and a large number of the students were present.

RELIGIOUS INTERESTS

Young Men's Christian Association.—The energies of the Association for the last few months have been spent primarily in furthering Boys' Club work and Bible study. The Settlement work among the boys in the neighborhood of the Speyer School has been developing most satisfactorily. In the old building only a limited amount of work could be done; but now that quarters have been obtained in the new Speyer building, the work is and can be greatly extended. Already eight clubs, with a membership of from fifteen to twenty in each, have been organized.

Mr. H. R. Mussy, a tutor in the University who was secured to manage the Settlement and to give his personal attention to its development, has been compelled to resign his position. In his stead, Mr. E. S. Whitin has been persuaded to become a volunteer worker and will reside in the Speyer building. Mr. Whitin has been deeply interested in the organization of the work and has shown his ability as a Settlement worker. He was appointed by the President of the Christian Association and his appointment was ratified by the Teachers College authorities. He will have control of the actual work. It has also been decided to appoint an advisory committee to assist the general Boys' Committee of the Christian Association. Of this

committee the superintendent of the Speyer School, the chairman of the Boys' Club Committee, the secretary of Earl Hall and the resident worker will be members. J. W. Taylor, '03, and C. R. Toy, '04, have been engaged to assist Mr. Whitin. One or more of these men will be on the grounds each evening and will direct the volunteer workers who come from the student body. Each club will be in charge of two or three students who will be personally responsible for the development of its members. It will be the endeavor of the workers to keep in view the following four objects: First, the physical beauty of the body, its development and care; second, the development of self expression; third, the development of love for some person or thing which will be uplifting; fourth, the development of open-mindedness. Each club is admitted to the Hall twice a week; one night for exercise in the gymnasium, and the other for a meeting, at which parliamentary rules and regulations are taught for one half-hour, after which the club is divided into small groups of five or six boys with a student as a leader. In this way each leader will be able to develop the second, third and fourth objects. The last half-hour of the evening is devoted to music and general singing. The Settlement work already shows encouraging results.

For Bible Study, nine classes have been organized: these have their own leaders and meet at a stated time each week. Another class conducted by Dean Hutton meets once a month, and a second class in the Law School has been organized under the leadership of Professor Burdick—subject, "St. Paul as a lawyer and a victim of the law." The enrolment in these classes is now over 100.

EARL HALL

Earl Hall has become the center of student activity in the University, and its privileges are sought by nearly every student organization. There are at present six religious organizations which are using the building. These six organizations have ninety regular meetings scheduled for each month. There are two philanthropic organizations which make occasional use of the building. Twelve of the literary societies of the University have received accommodations and have a regular schedule of forty-eight hours each month.

Among the miscellaneous organizations which make occasional use of the building there are twenty different clubs and committees. A combined list of those organizations which use the building at regular schedule hours and those which use it occasionally would include nearly every student organization of Columbia. The average number of students who come to the rooms for purposes other than attending meetings is, by door-count, over 300 per day.

THE UNIVERSITY PRESS

The Columbia University Press has published since the beginning of the academic year the following volumes:

"China and the Chinese," by Herbert Allen Giles, Professor of Chinese in the University of Cambridge, who has incorporated in the book the lectures delivered during March, 1902, at this University to inaugurate the foundation of the Dean Lung Chair of Chinese.

"The satire of Seneca on the apotheosis of Claudius," by Allan Perley Ball. This is the initial volume of the Columbia University Studies in Classical Philology.

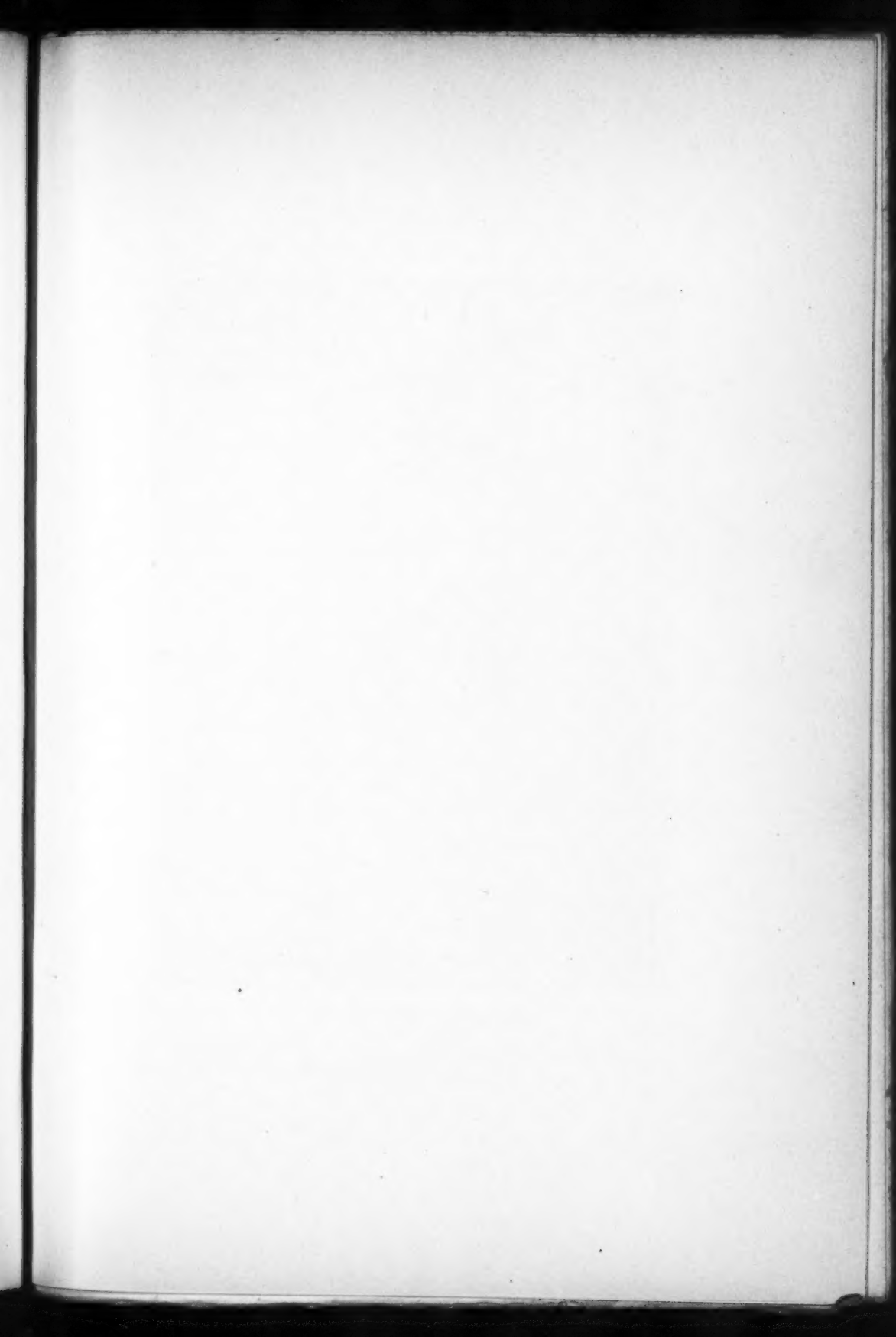
"The indebtedness of Chaucer's Troilus and Criseyde to Guido delle Colonne's Historia Trojana," by George L. Hamilton, in the Columbia University Studies in Romance Philology and Literature.

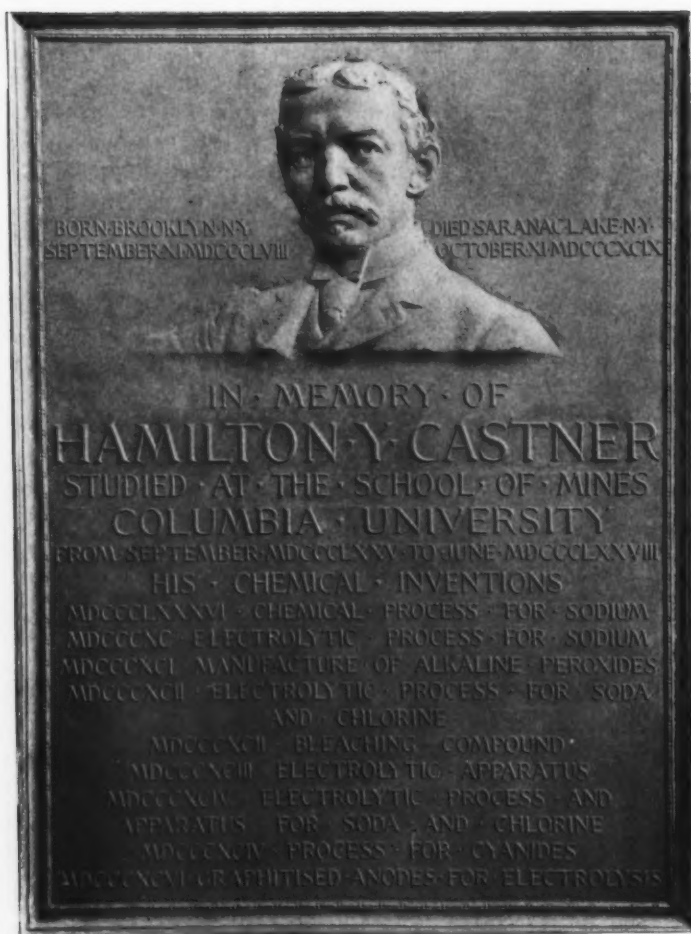
The Press announces for immediate publication "An introduction to philosophy," by Walter T. Marvin, Instructor in Philosophy in Western Reserve University.

FACULTY OF APPLIED SCIENCE

General.—A bronze tablet has been erected in Havemeyer Hall to the memory of Hamilton Y. Castner, a student in the School of Mines 1875-78. Previous to the unveiling of the tablet, dedicatory exercises were held. Addresses were made by Professor Chandler, by Professor Richards of Lehigh University, and by Mr. Benjamin, a classmate and friend. A sketch of Mr. Castner's career and of his services to science will be found in the *School of Mines Quarterly*.

Department of Electrical Engineering.—At the beginning of the present year Mr. F. J. White, a graduate of the electrical engi-





CASTNER MEMORIAL TABLET

neering course in 1902, was appointed assistant, and in October Mr. M. Arendt was appointed lecturer in the department. There have been added to the curriculum in mechanical engineering a third-year laboratory course and a fourth-year course in alternating current laboratory work. This arrangement gives the students of mechanical engineering a thorough knowledge of the electrical machinery which they will use in the practice of their profession.

By arrangement with the Department of Chemistry its excellent photometric apparatus has been made available for instruction to the engineering students. We now possess every facility for making accurate determinations of the candle power of incandescent lamps.

There have been purchased a Hartman and Braun potentiometer and three large standard Clark cells for the purpose of providing the nucleus of a standardization bureau. By the use of this apparatus and secondary standards, all the instruments and measuring devices in the electrical engineering laboratories can be kept accurately adjusted. The department has acquired a small sized storage battery which has been in constant use during the school year and has simplified laboratory methods. The standard rheostats, as devised and used by the laboratories, have been materially increased in number and capacity, facilitating thereby the operations of the laboratory. A rearrangement of the direct current laboratory has taken place in order to utilize the apparatus to the best advantage.

The following gifts have been received: from the Ward-Leonard Company, a motor starting rheostat and resistance coils; from the D. and W. Fuse Company, two large enclosed fuses; from the H. W. Johns Company, a large sample board containing different kinds of enclosed fuses; from the Bullock Electric and Manufacturing Company, an instruction board containing samples of dynamo parts, and photographs illustrating applications of electrical machinery; from the Westinghouse Electric and Manufacturing Company, the loan for test of a ten-horse power induction motor and a large oil condenser; from the Alberene Stone Company, a large table of alberene stone.

Interesting additions to the museum are two pieces of the original plaster cast of the John Fritz medal.

There has been prepared, with the coöperation of the Library, an almost complete card catalogue of the electrical literature in Columbia University. Therein is contained a record of almost all articles published in pamphlet form.

In August, Professor G. F. Sever was appointed Consulting Electrical Engineer to the Department of Water Supply, Gas and Electricity, of New York City.

Department of Mechanical Engineering.—Interesting work has been accomplished during the past year and is at present in hand in the testing laboratory of this department. Owing to the increase in the number of students and the amount of laboratory work required of them, together with the growing demand for special outside investigations, it was found necessary to furnish an assistant to Mr. Woolson, who for a number of years has conducted the work alone. Mr. Rossiter L. Waters, Mech. E., '02, was appointed to this position and is rendering very effective service.

In the early part of the year Mr. Woolson finished an extensive scientific investigation of the strength and elastic properties of the mineral jade. This work had been in progress in a desultory way for nearly two years, and was done for the late Heber R. Bishop, whose collection of rare objects wrought in this mineral is one of the finest in the world. By the terms of his will, this collection becomes the property of the Metropolitan Museum of Art. So far as is known, Mr. Woolson's investigation is the first of the kind ever conducted on such a scale. The full report of his work will be embodied in the limited edition (of one hundred copies) of a history of jade and a catalogue of his collection which Mr. Bishop had practically completed for publication at the time of his death.

About a year ago Mr. Woolson began an investigation of fire-proofed woods, now largely used in tall buildings in this city. The work led to an affiliation with the Bureau of Buildings, and at present all the fireproofed woods, and many other fireproof materials submitted for use in the city, are tested here. Arrangements are made for an elaborate public fire, water and load test in this city of a fireproof floor construction. This test will be conducted by Mr. Woolson in conjunction with Professor Charles Norton of the Massachusetts Institute of Technology.

Among the recent investigations prosecuted in the laboratory is a series of over 400 strength tests made upon bricks representing the brick industry of the State of New Jersey. The work is under the direction of the New Jersey State Geological Survey, and is done in conjunction with Professor Heinrich Ries of Cornell University, formerly connected with the Geological Department of Columbia. Professor Ries is making exhaustive chemical and other tests, and the combined report will be the most complete investigation of the kind thus far produced in this country.

Parallel with these larger subjects of practical study, many minor problems are daily presented which tax the ingenuity of the operating staff and make the laboratory equipment of the department contributory to the benefit of the public.

Department of Metallurgy.—For the first time since its publication, Professor Howe's "Metallurgical Laboratory Notes" has been available in connection with the laboratory course. The regular metallurgical laboratory course of ten consecutive afternoons for the students in mining engineering was given three times this autumn. The students, about forty in number, were divided into three sets, each of which was again subdivided into squads. The publication of the book has made possible a much better arrangement of the work, greater concentration of mind on the work by both students and instructors, and economy of time; and therefore more work has been done, and better work, although the course has been nominally the same as last year.

Since the last report, the Department has added to its equipment an improved form of Moissan electric furnace, with the necessary accessories for measurement of current, *etc.*; two small Fletcher furnaces; a pair of heavy bench shears for cutting steel; a 150-volt Weston voltmeter; a delicate D'Arsonval galvanometer, for use with the Campbell autographic pyrometer; and over two hundred lantern slides and diagrams for lecture illustration.

As has been the custom in recent years, several outside metallurgists of prominence have given lectures in the regular courses. Thus, on November 20, Dr. Edward D. Peters, M.D., delivered a lecture in the course on copper, on "Pyritic smelting"; and Mr. J. Parke Channing, E.M., School of Mines, '83,

delivered a lecture to the same class on the work at the Tennessee Copper Company, where the serious problem of working economically a very low grade copper ore has been successfully solved, in large part by Mr. Channing himself. Mr. William Campbell, B.S., F.G.S., gave the same class two lectures on "The structure of copper alloys," and to the class in introductory metallurgy he gave four lectures on "The structure of metals and alloys."

A new departure has been made this year by giving a public course of evening lectures in Havemeyer Hall, under the auspices of the department. An average attendance of about fifty persons at each of the lectures thus far given seems to indicate that there is a demand for such a course. The following lectures have been delivered in the course: December 10, 1902, "The manufacture of coke in by-product ovens," by Bradley Stoughton, instructor in metallurgy; January 14, 1903, "The microscopic examination of metals and alloys," by William Campbell, Carnegie and University Fellow; January 21, 1903, "Electric furnaces in metallurgy," by H. W. Geromanos, tutor in Metallurgy; February 11, 1903, "High temperature measurements," by Irving C. Bull, assistant to the professor of Metallurgy. All the lectures were illustrated by lantern slides, and all but the first by demonstrations.

Professor Howe has been elected honorary member of the British Institution of Mining and Metallurgy.

THE FINE ARTS

General.—The public lectures on the fine arts have continued to draw large audiences, filling the amphitheater of Havemeyer Hall at times to its fullest capacity. The courses announced in the last *QUARTERLY* were followed by a course of five lectures on sculpture, and this by a course on Greek industrial and minor arts. The subjects, dates and lecturers were as follows: Monday, December 8, Dr. A. L. Jones on "Some practical applications of the principles of æsthetics"; Monday, December 15, Mr. E. R. Smith on "The relation between sculpture and architecture"; Fridays, January 9 and 16, Professor C. H. Young on "Greek sculpture"; Friday, January 23, Professor Young on "Greek costume"; Monday, February 2, Mr. M. K.

Kress of the School of Architecture on "Greek vases"; Mondays, February 9 and 16, Professor J. R. Wheeler on "Greek vase-painting"; Tuesday, February 24, Professor Wheeler on "Attic grave monuments." The lectures for March will be chiefly on Roman art.

School of Architecture.—Mr. W. T. Partridge, who has been for the past nine or ten years connected with the school as assistant and lecturer in architecture, has entered into partnership with Mr. Ackerman of the late firm of Ackerman and Ross, for the practice of his profession, and has been in consequence obliged to give up all his afternoon work as teacher of design in the second and third classes. Mr. A. H. Gumaer, a graduate of the School in the class of 1897, is acting as his substitute with the second class, and Mr. W. E. Parsons of the class of 1898 as his substitute with the third class.

The students of the second class have completed their six weeks' course in modeling under Mr. E. R. Smith, of the Avery Library. This course was made auxiliary to the courses in the history of mediæval architecture and ornament, each student executing first a number of examples of Gothic decorative detail and then one or more studies of Gothic vaulting. The results accomplished have been extremely interesting and, indeed, remarkable, considering the shortness of the course.

In pursuance of certain changes projected by Professor Hamlin in the drawing-courses, it is the intention hereafter to begin the work in drawing from the cast, both in pencil and in charcoal, during the second half of the first year, and to give the instruction in water-colors, heretofore assigned to the first half of the second year, in the second term of the first year, in connection with the afternoon work in architectural draughting under Mr. Harriman. By this change it may become possible to advance the pen-drawing from the third into the second year, and thus to leave the third and fourth years free for advanced work from the antique and from life.

In accordance with a suggestion made last summer by President Butler, the fourth-year class was given, as one of its problems in advanced design, the architectural treatment of the South Field. The programme prepared by Professor Hamlin and Mr. Hornbostel for this problem supposes the Univer-

sity to have acquired the South Field and also a plot of ground sufficient for a President's house on the south side of One Hundred and Fourteenth Street, in the center of the block. Sufficient space is to be reserved for an ample foot-ball field and race-track; an open vista is reserved from the President's house to the Library; the street frontages of the Field are devoted to college and dormitory buildings; and the drawings are required to show a part of the present University grounds, in order to display the architectural relation of the South Field design to the rest of the University grounds and buildings. The programme supposes further that in the future, should the growth of the University render necessary the sacrifice of the foot-ball field on this site, a broad avenue through the center shall be reserved, giving a vista between the President's house and the Library, to which it will furnish a dignified approach. There will then remain two grassy quadrangles, one on either side of this avenue, each surrounded by University buildings. The designs submitted by the students show a considerable variety of treatment, and besides their value as exercises in monumental planning on a large scale, they are valuable as suggestions of the splendid possibilities of this property.

Mr. Hornbostel's interesting designs for the architectural embellishment of the new Williamsburgh bridge over the East River, and for the whole architectural treatment of the Blackwell's Island bridge, have been approved both by the advisory commission of engineers appointed by the Mayor, and by the Municipal Art Commission.

Professor Hamlin has been appointed consulting architect to conduct a competition for the new municipal hospital in Jersey City. He lectured on Monday, January 19, before the Friday Afternoon Club at Plainfield, New Jersey, on "The architecture of India," and addressed the New Jersey Chapter of the American Institute of Architects on January 22 at Newark on "Style in modern work."

SCHOOL OF LAW

The old Alumni Association of the Law School, which was organized in 1860 by the members of the first graduating class but which had displayed no signs of vitality since 1872, has recently

been revived by the graduates of the school. It has been reorganized by the election of the following officers. President: Hon. E. Henry Lacombe, '65. Vice-Presidents: George Van Nest Baldwin, '60; Richard H. Greene, '65; Julien T. Davies, '68. Treasurer: William Parmenter Martin, '92, 120 Broadway. Secretary: William T. Mason, '97, 63 Wall St. Standing Committee: Henry E. Tremain, '67; George W. Kirchwey; John McLean Nash, '70; John B. Pine, '79; Henry B. Corey, '84; Charles T. Terry, '93; Frederic R. Coudert, Jr., '94; Henry G. Villard, '94; Edward R. Finch, '98; Roberts Walker, '99; William Underhill Moore, 1900; Benjamin R. Curtis, 1901.

In its constitution, as recently revised, the objects of the Association are stated as follows: "To revive and perpetuate by meetings, public exercises and other suitable means the memory and good feeling of those who have participated in common labors, common pleasures and common benefits in their preparation for the legal profession; to promote the interests of the Law School and of the University, and to cultivate social intercourse among the Alumni." Membership in the Association is elective. All graduates of the Law School, all persons who have been students in the Law School for not less than one year and whose classes have graduated, and all present and former officers of the Law School are eligible to active membership, and may be elected to such membership by the Standing Committee.

FACULTY OF MEDICINE

General.—The following resolution was recently adopted by the Faculty of Medicine, and after being properly engrossed and signed by all the members was presented to Professor Jacobi.

Upon the acceptance of the resignation of Abraham Jacobi, M.D., LL.D., Professor of Children's Diseases at the College of Physicians and Surgeons, the Medical Department of Columbia University in the City of New York, we, the Faculty of the College, desire to express our appreciation of his long continued and earnest labors both as a teacher and as a scientific physician.

During the past thirty years Professor Jacobi has devoted his best energies to the instruction of our students in the Clinic for Children's Diseases and in the hospitals of this city. His power as an accurate diagnostician, able therapist, and eloquent lecturer has held the attention and aroused the enthusiasm of his pupils; and his scientific attainments, strong personal character,

and public spirit, have secured the respect and admiration of his colleagues and of his profession all over the world.

In recognition of the eminent services which he has rendered to our College and to scientific medicine, we tender to him our congratulations upon the noble success of his labors, and express the sincere hope that he may live many years to enjoy the well merited rewards of his professional achievements.

Proudfit Fellowship.—On the basis of the fund bequeathed to the University by the late Alexander Moncrief Proudfit, of the Class of 1892, a fellowship in medicine has been established. It will be distinctly a research fellowship, offered to graduates of the Medical School for the purpose of enabling them to pursue advanced study and research in internal medicine, either in this country or in Europe. It will be awarded every fourth year, and will be tenable for two years. The value of the fellowship to the holder will be \$1,200 annually.

Summer Courses.—An important extension of the work of the College of Physicians and Surgeons is about to be inaugurated by the establishment of summer courses. This has long been under advisement, and will first be realized during the coming summer by the giving of practical courses in the various departments.

Instruction will be given in general medicine by Drs. Sumner and Draper; in neurology by Drs. Pearce Bailey and Cunningham; in gynecology by Drs. W. S. Stone and Bradley; in obstetrics by Dr. Lobenstine; in ophthalmology by Drs. Claiborne, Holden and Tyson; in laryngology by Drs. Simpson and Frothingham; in dermatology by Drs. Hodgson and Dade; in diseases of children by Drs. La Fetra and Huber; in genito-urinary diseases by the senior assistants in the department; in diseases of the stomach and intestines by Dr. Fischer; in clinical pathology by Dr. Jessup; and in physical diagnosis by Dr. Dow. Each course continues for a period of from three to five weeks, and the work will be adapted to the needs of undergraduates of the third and fourth years, and of practitioners of medicine who desire to pursue further special studies. The splendid equipment of the College, the Vanderbilt Clinic and the Sloane Maternity Hospital will thus not be allowed to remain unused for purposes of instruction during the long vacation. A circular giving full information regarding these courses may be obtained from the Secretary of the University.

Department of Genito-Urinary and Venereal Diseases.—Dr. Robert W. Taylor has resigned as visiting physician to Bellevue Hospital, and has been appointed consulting physician. Drs. J. R. Hayden and J. R. Whiting have been appointed visiting physicians to Bellevue Hospital.

Department of Neurology.—Dr. Pearce Bailey has been appointed consulting neurologist in Roosevelt Hospital. This will enable the department to offer a new clinic of bedside instruction in nervous diseases to the Senior class in sections. Dr. R. H. Cunningham is assisting Dr. Bailey in the teaching of sections in the Vanderbilt clinic.

FACULTY OF POLITICAL SCIENCE

An unusually large and interesting meeting of the Academy of Political Science was held December 12. The chief address was delivered by Hon. Horace Plunkett, who described the radical innovations in agriculture in Ireland that have been effected through a movement which he inaugurated. The address was discussed briefly by Mr. W. H. Baldwin, Jr., and at some length by Hon. Bourke Cochran, whose interpretation of Irish history was very eloquent and very entertaining.

The meeting of the American Historical Association at Philadelphia during the Christmas vacation was participated in by Professors Osgood, Dunning and Sloane, Dr. Garner, Mr. Shotwell and Mr. Fleming of the Department of History. The American Economic Association, which met at the same time and place, enlisted the participation of Professors Clark and Seager and Mr. A. S. Johnson of the Department of Economics, in addition to Professor Seligman, who, as president of the Association, opened the meeting with an address on "Economics and social progress."

Professor Seligman debated the question of socialism with Mr. Wilshire before a large audience at Cooper Union, January 16. Professor Osgood has been appointed by the Mayor to serve on a committee which is to make arrangements for the celebration of the two hundred and fiftieth anniversary of the institution of municipal government in New York City. Professor J. H. Robinson left on January 28 for a sabbatical absence of half a year. He will travel extensively in the West

and in Japan, and will deliver short courses of lectures at the University of Wisconsin and at the University of California.

FACULTY OF PHILOSOPHY

General.—The Division of Modern Languages and Literatures held its first meeting on January 24, 1903, and organized by electing Professor Adolphe Cohn, Chairman, and Professor George R. Carpenter, Secretary.

At the session of the Modern Language Association of America, which was held at Johns Hopkins University December 29, 30 and 31, 1902, papers were read by Professor Cohn on "The authorship of the *Paradoxe sur le Comédien*," and by Professor Todd on "The Old-French versified apocalypse of the Kerr manuscript." A paper was read also by Mr. A. François Monod, traveling Fellow of the Ministry of Public Instruction of France, on "The preparation of modern language teachers for the French Lycées." At the same session Professor Todd was appointed a member of a newly organized committee on the "Amelioration of English spelling," and was reëlected chairman of the committee on bibliography of the association.

Department of Comparative Literature.—Several additional volumes of the Columbia University Studies in Comparative Literature will appear in the spring. The first number of a new quarterly, *The Journal of Comparative Literature*, edited by Professor Woodberry and Dr. Spingarn, in conjunction with Professor Fletcher of Harvard, was published in January.

Department of Germanic Languages and Literatures.—A new enterprise which has distinctly proved its *raison d'être* is the Germanic Journal Club, composed of the officers, fellows and scholars in the department. Its object is to bring to the notice of the members all articles of interest in the field of Germanics which appear in the various current periodicals. Its method is one of division of labor. Informal meetings are held every first and third Monday in the month. The officers are: President, Professor Carpenter; Vice-president, Professor Thomas; Secretary, A. F. J. Remy; Executive Committee, Professor Carpenter *ex officio*, W. A. Hervey and F. W. J. Heuser.

The department library, with a nucleus of about 600 vol-

umes, is continuing to fill a great need. With characteristic generosity Heinrich Conried, A.M., Director of the Irving Place Theater, is aiding its increase, by placing at the disposal of the department a number of tickets for several of the classic performances. The proceeds from the sale of these go to the library fund.

The usual series of public lectures in the German language is being given. The dates and titles are: January 14, Heinrich Conried, A.M., Director of the Irving Place Theater, "Die Errichtung eines nationalen Theaters"; January 21, Mr. Joseph Winter, Secretary of the Deutscher Gesellig-Wissenschaftlicher Verein, "Fulda, Hauptmann und Sudermann"; January 28, Leopold Bahlsen, Ph.D., Teachers College, Columbia University, "Der deutsche Kaiser und die deutsche Schule"; February 4, Mr. Udo Brachvogel, "Nikolaus Lenau"; February 11, Emanuel Baruch, M.D., "Richard Wagner als Dichter"; February 18, Friedrich Hirth, Ph.D., Dean Lung Professor of Chinese, Columbia University, "Chinesische Aufzeichnungen über das Römische Reich im Altertum"; March 4, Mr. Georg von Skal, Editor of the *New-Yorker Staats-Zeitung*, "Friedrich der Grosse und die Vereinigten Staaten von Amerika"; March 11, Rev. August Ulmann, S.T.D., Rector of Trinity School, "Karl der Grosse und seine Söhne"; March 18, Ludwig B. Bernstein, Ph.D., De Witt Clinton High School, "Ein interessantes Kapitel aus der deutschen Volkskunde"; March 25, Rudolf Tombo, Sr., Ph.D., Germanic Department, Columbia University, "Fritz Reuter."

Of the members of the department, Professor Carpenter represented the University at the installation of the new president of Indiana University, William Lowe Bryan, January 20 and 21; Professor Carpenter and Dr. R. Tombo, Jr., are on the committee to take charge of the University exhibit at the St. Louis Exposition; and the latter was a delegate of the University at the December meeting of the Association of American Universities. In the wider sphere of University influence the activity of the department has been as follows: In November Professor Thomas delivered a German lecture before the Gesellig-Wissenschaftlicher Verein of New York, on "Emersons Verhältnis zu Goethe." This paper will appear in the next volume of the *Goethe-Jahrbuch*. On January 30, he lectured

on Goethe at the Woman's College in Baltimore. Mr. W. A. Hervey is conducting a series of extension courses in Teachers College and a course in German under the auspices of the Brooklyn Institute of Arts and Sciences. Dr. R. Tombo, Jr., is delivering lectures on "Goethe" and "Goethe's Faust" in the public schools and in Judson Memorial Hall. Mr. A. F. J. Remy has written an account of the meeting of the Modern Language Association at Baltimore for the *Pädagogische Monatshefte*. At this meeting E. A. C. Keppler read a paper on "America in German student and popular poetry."

Department of Romance Languages and Literatures.—During the summer session of 1903 the department will offer three new courses; two in French, sAb, equivalent to the second half of Course A in Columbia College, and s2a, equivalent to the first half of Course 2 in the College; and one in Spanish, s1b, equivalent to the second half of Course 1 in Columbia College. The total offer of the department in the summer session will consist of six courses. They will be conducted by Messrs. Loiseaux and Jordan.

Armand Colin and Company, of Paris, have just published "*La Religion dans la Société Américaine*," by Henry Bary. The volume is dedicated to Professor Cohn. On January 31 Mr. Bary lectured before the Alliance Française of Boston, on "*La Chanson Française*."

Professor Léopold Mabileau, whose visit to the United States in 1902 is well remembered, will deliver in March, 1903, a new course of four lectures under the auspices of the department.

By decision of the Ministry of Public Instruction of France Mr. J. D. Fitz-Gerald has been appointed "Elève Diplômé de l'Ecole des Hautes Etudes (Section des Sciences Historiques et Philologiques)." This is the highest distinction conferred by the school. In partial fulfilment of the requirements for this appointment, Mr. Fitz-Gerald presented, as a dissertation, a critical edition of "*La Vida de Santo-Domingo de Salos*," by Gonzalo de Berceo. In their report on this edition Professors Gaston Paris and Antoine Thomas express themselves as follows: "En résumés les commissaires soussignés sont d'avis que la thèse de M. Fitz-Gerald est tout-à-fait digne du diplôme et qu'une fois imprimée elle constituera un monument philologique de nature à faire honneur à notre Ecole." Mr. Fitz-Gerald's dissertation will appear in the official publications of the Ecole des Hautes Etudes.

FACULTY OF PURE SCIENCE

Department of Astronomy.—Professor Rees has been granted leave of absence on account of illness, and the department is temporarily in charge of Professor Jacoby. Professor Charles Lane Poor, until lately at the Johns Hopkins University, has been appointed Lecturer in Astronomy for the rest of the academic year. One-half of Professor Rees's undergraduate lectures are being given by Professor Poor, and the others by Professor Jacoby. Dr. Mitchell, in turn, has taken one of Professor Jacoby's lecture courses. In this way it has been possible to continue class-room work with the least possible interruption of the graduate and research branches.

Professor Jacoby hopes to begin this winter the printing of a photographic catalogue of stars within two degrees of the south pole, and it is expected that within a year this work will be finished for both poles. The north polar part is being done at Vassar College Observatory, in coöperation with Columbia; and the Carnegie Institution has just appropriated a fund sufficient to pay the expenses at Vassar.

The following papers were presented by officers of the department at the Washington meeting of the American Astronomical Society in December: "Comparison of photographic measures made with the *Réseau* and without it," by Professor Jacoby; and "The new gases Neon, Argon, Krypton and Xenon in the chromosphere," by Dr. Mitchell.

Department of Botany.—During January and February Professor Underwood has been in Jamaica studying the ferns of that island; and in March he will make similar studies in Cuba.

An extensive series of charts, illustrating morphological and adaptive features of plants and the comparative characters of related forms, has been prepared by Dr. Curtis. Carefully selected and preserved specimens, with explanatory labels, are mounted on stiff cardboard and covered with sheets of transparent celluloid. These charts have proved of great value; they make it possible to bring before the students several examples of a group instead of a single type, thus preventing false generalizations.

Mr. H. D. House, a graduate of Syracuse University, has been appointed Assistant in Botany. He is engaged in preparing a series of microscopical and morphological preparations to be used for demonstrations in the various courses offered by the department.

Mr. W. A. Cannon, fellow in Botany of last year, has completed his dissertation on the "Hybrids of cotton," and has reached exceptionally interesting and important conclusions. He is the first to demonstrate that the maturation of pure races and fertile hybrids is identical. This fact gives a cytological basis for explaining the well known variation of hybrids noted by Mendel. Applying the Mendelian law* to the ferns and mosses we thus have a satisfactory explanation to offer for the apparent lack of hybrids among the sexual generations of ferns (*i. e.*, in the prothallia) and of the mosses and hepatics (*i. e.*, in the plants themselves). Further application of this discovery to the homosporous dioecious ferns furnishes the first rational conception of the genesis of heterospory.

Department of Geology.—During the past half-year the following additions to the collections have been received by the Geological Department:

The economic museum has been enriched by the following gifts: excellent specimens of bituminous, anthracite and basal-tiform coal, from the mines of the Colorado Fuel and Iron Company, near Cerrillos, New Mexico, collected by Mr. D. W. Johnson through the courtesy of Mr. G. J. Johnson, superintendent of the Madrid mines; about one hundred dollars' worth of platinum nuggets from British Columbia, given by the S. S. White Dental Manufacturing Company (these nuggets are rich in chromite, some of them enclosing the original olivine and augite crystals); large specimens of covellite from Butte, Montana, given by Mr. R. H. Sales, '00; specimens of native gold in a quartz vein from the North Star mine, Grass Valley, California, given by Mr. G. F. Sherman, '94; a series of silver and gold ores from the Camp Bird mine, Colorado, given by Mr. H. A. Titcomb; and a large collection of ores and rocks, mostly American, given by Mr. H. A. Wheeler, of St. Louis.

**Cf.* the account of Mr. Sutton's investigations, reported by the Department of Zoölogy, pp. 229, 230.

The palæontological museum has received many Niagara fossils from Niagara Falls, New York; a collection of Hamilton fossils, containing many types and a large suite of Lower Carbonic fossils from Nova Scotia—all presented by Professor A. W. Grabau.

The petrographical museum has received an excellent series of nepheline-syenites from Tamaulipas, Mexico, given by Professor J. F. Kemp and Mr. G. I. Finlay; a fine suite of andesites, peculiar syenites and basalts from the Cerrillos Mountains, New Mexico, given by Mr. D. W. Johnson, and an additional series of rocks from the Leucite Hills, Wyoming, presented by Professor W. C. Knight, of Laramie.

The Lower Helderberg fossils from Becraft Mountain, New York, have been identified and installed in their places in the palæontological museum. The tables and wall cases of this laboratory have been supplied with electric lights, and many other improvements have been effected.

Nine members of the department attended the meeting of the Geological Society of America held at Washington, D. C., this winter. Professor J. F. Kemp presented a joint paper by Professor W. C. Knight and himself on the geology of the Leucite Hills, Wyoming. Professor A. W. Grabau presented two papers, one on the geology of Becraft Mountain, New York, and the other on palæozoic coral reefs, with notes on the classification of limestones. Mr. G. I. Finlay presented a joint paper by Professor J. F. Kemp and himself on the nepheline-syenite area of San José, Tamaulipas, Mexico.

Mr. Fred Moffit, fellow in Geology, left for Santiago, Cuba, January 15, to perform the field-work for his Ph.D. dissertation.

Department of Mathematics.—At the annual meeting of the American Mathematical Society, held at Columbia University during the Christmas holidays, Professor Fiske was elected president of the society to succeed Professor E. H. Moore of the University of Chicago, who has been president during the past two years. The re-election of Professors Cole and Smith as secretary and librarian respectively, and the papers presented by Dr. Kasner and Dr. Keyser, have been noted above (p. 205).

Mr. David H. Pollard has resigned the position of assistant in the department in order to accept a position in a preparatory school at Norwalk, Connecticut. Mr. Maurice J. Thompson, a graduate of Rutgers College, has been appointed to fill Mr. Pollard's unexpired term.

Mr. Carl Gundersen, who for a time held a university fellowship in mathematics and in 1902 received from Columbia University the degree of Doctor of Philosophy, has been appointed Professor of Mathematics at La Grange College, La Grange, Missouri.

Department of Physics.—Appropriate mention of the death of Professor Rood, and of his work as head of this department and for science in general, has already been made in the preceding number of the *QUARTERLY*. In the necessary readjustment of the work of the department, Professor Hallock has taken charge of the two advanced courses, Physics 2 and 4, and Dr. Tufts gives all the lectures in Physics 1, the course in general physics for the Applied Science students. To satisfy the need for more detailed instruction in Physics 1 than could be given by lectures, the class has been divided into six sections, each of which meets once a week for recitation, the recitations being conducted by Dr. Tufts, Mr. Pegram, and Mr. Tolman. Mr. Parker took charge of the first half-year's work in Physics 3 (a course for the second year students in electrical and mechanical engineering), and delivered lectures on the theory of electrical measurements, preparatory to the laboratory work of the second half-year.

Dr. Bergen Davis, Tyndall fellow in physics, is spending this year in the Cavendish Laboratory of Cambridge University, England, investigating the discharge of electricity through gases. An account of work in this field done by him last year in the laboratory of the University of Göttingen, appears in the February number of the *American Journal of Science*.

The department shop has been moved into a very desirable room on the first floor of Fayerweather, and the larger part of this year's appropriation to the physics laboratories has gone into its equipment. A new lathe, upright drill, circular saw and emery grinders have been purchased, and the stock of wood-working and machinist's tools has been much enlarged. A number of pieces of new apparatus for the lecture cabinet have been constructed,

among which a galvanometer, set up in the large lecture room of the department, is worthy of mention. Its sensitiveness can readily be varied up to that of the galvanometers used in the best equipped testing laboratories, yet its deflections, on a scale 400 cm. long, can be read without effort from any seat in the room.

Professor Joseph J. Thomson, Cavendish Professor of Experimental Physics in the University of Cambridge, has declined the professorship of Physics and directorship of the Phoenix physical laboratories in Columbia University. In his response he expresses at length his warm appreciation of the high honor paid him by the Trustees of Columbia, and his regret that the personal ties, too strong to be broken, which bind him to Cambridge will prevent his acceptance of an offer, "the remembrance of which," he writes, "will be a pride and pleasure to me as long as I live."

Department of Zoölogy.—The Zoölogical Seminar, which is held regularly in the second half-year, will be of an unusually wide scope during the present year, the subject selected being "Heredity in the Light of Modern Experimental Research." There will be eleven sessions, and those who will take part include not only the members of the Department of Zoölogy, but also Professors Boas and Farrand of the Department of Anthropology, Professor MacDougal of the Department of Botany, Professor J. Mark Baldwin of the Department of Psychology at Princeton, Dr. A. G. Mayer of the Brooklyn Institute, and Professor T. H. Morgan of the Department of Biology at Bryn Mawr.

At the meetings of the scientific societies in Washington during convocation week, nine papers from the Department of Zoölogy were read by Professors Osborn, Wilson and Dean, Dr. Calkins, Dr. Strong and Dr. Crampton. Of these the one that perhaps has the widest bearing was read by Professor Wilson before the American Association for the Advancement of Science, and was based on the results of an investigation by Mr. W. S. Sutton, the holder of a University fellowship in zoölogy during the past year. This research has yielded results of great importance for the interpretation of the Mendelian law of heredity. This remarkable law, discovered by Gregor Mendel, a Catholic priest, in 1865, was overlooked by Darwin and by others, and only within the past three years

has it been rediscovered and confirmed. It is now attracting widespread attention, and promises to inaugurate a new era in the study of variation and heredity. It now seems probable that the physical basis of the law has been discovered by microscopical researches on formation of the germ-cells, of which those of Mr. Sutton must be reckoned as among the most important thus far carried out.

Professor Wilson has received leave of absence for the second half of the year, in order to carry on investigations at the Zoölogical Station at Naples. During the past summer his researches on experimental embryology and cytology yielded results of such interest that he applied for and received a grant from the Carnegie Institution to enable him to continue these researches at Naples, where he will remain from February until June or July. He will then visit some of the marine laboratories on the French and English coasts, and also a number of German university laboratories, returning to America in September. Several graduate students in the department are carrying on investigations on the material collected by Professor Wilson last summer, and it is hoped that much additional material for work along the same lines will be secured at Naples.

Professor Dean, who will act as head of the department during Professor Wilson's absence, reports a number of interesting additions to the teaching collection obtained from correspondents in Japan and Chile. Embryological material from Misaki, Japan, is now in the hands of Mr. R. T. Osburn, one of the university fellows in zoölogy, who expects to make it the basis of his dissertation.

Dr. Calkins has recently been appointed consulting biologist to the New York State Pathological Laboratory. He will undertake a critical examination of the supposed parasite of cancer and will endeavor to determine its life-cycle by means of experimental graftings upon lower animals and plants. Dr. Calkins will have for a colleague in this general field of work Dr. H. R. Gaylord, who is in charge of the State Pathological Laboratory at Buffalo, and who has already advocated convincingly the parasite theory of the disease. To the department it is a source of legitimate satisfaction that a study of

this kind, which brings a typical research in pure science in close contact with applied medicine and in so important a field, should be carried on in a Columbia laboratory.

Another research by a graduate student, Mr. Naohidé Yatsu, scholar in zoölogy, is nearing completion, and will prove of considerable general interest. During his summer studies at Woods Hole, Mr. Yatsu experimented extensively with eggs of the starfish and caused them to develop when etherized without union with sperm: he discovered, however, in his material that an egg nucleus would sometimes unite with the second polar body, itself a rudimentary egg, and that embryos could be reared from this egg-fertilized egg.

BARNARD COLLEGE

Department of Botany.—Dr. Tracy E. Hazen has been appointed for the remaining portion of the academic year to continue the courses formerly given by Miss L. B. Dunn, in whose death the department has suffered a great loss. There has, however, been no other change in the work.

The extension of the laboratories, which now occupy the whole of the third floor of Brinckerhoff Hall, has greatly improved the facilities of the department. This year, indeed, it would have been impossible to accommodate the students in the original laboratories. A special heating apparatus for the conservatory is also about to be put in, which will maintain an approximately constant temperature and one favorable for the growing of plants in that room. This is a much needed improvement for the work in plant physiology, which has been hampered by uncertain variations in temperature. The new dark room, primarily for ætiolation experiments, but also available for photographic work, is proving itself exceedingly useful in many ways.

From the Barnard Botanical Club a sum of money has been received, with which some very necessary additions have been made to the departmental reference library.

Department of Mathematics.—The subjects of the first elective courses, 1 and 2, have been changed so as to cover the elements of analytical geometry and the calculus. This change enables students who enter without advanced mathematics to

begin the calculus in the Sophomore year and to devote the remaining two years to the more advanced courses.

The title of a paper read by Dr. Kasner before the American Mathematical Society is noted above (p. 205) in the account of the meeting of the society.

Among the essays for final honors at present in preparation may be mentioned one on the development of the concept of number, by Miss M. C. Latham, and a study of the original edition of Descartes' Geometry (secured by the University Library last year) by Miss E. B. Newton. There are seven candidates for Junior honors and five for Sophomore honors.

Department of Philosophy.—During the academic year 1901-02, 49 students were taking the required courses in the Department of Philosophy and Psychology; this year the number is 75. Against 40 students in the elective courses of this department last year there are registered for this year 140. These are distributed, in part, as follows: Philosophy 1 (History of Philosophy), 22; Philosophy 2 (Ethics), 48; Philosophy 9 (Logic), 40; Psychology 10 (the new course in Analytic Psychology), 18.

Department of Physics.—The Department of Physics has recently added to its apparatus a fine quadrant electrometer having the improvements devised by Professors Ayrton, Perry and Sumpner. The Rowland concave-grating spectroscope belonging to Barnard College, which has heretofore been mounted in Fayerweather Hall owing to lack of room at Barnard College, will shortly be set up in the room reserved for it in the new quarters of the Department of Physics, Fiske Hall.

TEACHERS COLLEGE

Whittier Hall.—In connection with the agitation for dormitories for Columbia College, it may be of interest to note the success of the dormitory in another portion of the University. Whittier Hall, the dormitory for women students of the University, is now in its second year. The building is owned by the Morningside Realty Company, but the responsibility for its administration has been delegated to the Dean of Teachers College. The resident Head of the Hall has the direction of all matters except the dining-room, where her relation is advisory only, this department being

in the hands of a separate manager directly responsible to the Dean. The Directress of Teachers College is also resident in the Hall and, with her assistant, has the especial supervision of the younger students.

The Hall adjoins Teachers College on the east. It is a handsome, fire-proof building, ten stories in height, specially designed and constructed for students' use. Every room is outside, and the arrangement is such that rooms may be rented singly or in suites of two or three. There is also a limited number of suites consisting of two rooms and private bath. The building is heated by steam and lighted by electricity. There is complete telephone and elevator service, a system of shower, needle and tub baths on each floor, and a steam laundry equipped with all modern machinery. The general parlors of the building are on the first floor. Of these, the Green Room contains a grand piano and an orchestrelle, and provides a place for dancing; the Red Room holds a few shelves of books, and is the common sitting-room. There are also two small parlors and a pleasant foyer. The main offices are on this floor, as are also the private apartment of the Head of the Hall. The next seven floors are taken up by bedrooms, with a small sitting-room on each floor. The four large dining rooms and two small restaurants are on the ninth floor, and the kitchens are above them, under the roof.

The household is a varied one. The majority of the residents are Teachers College students: but there are also students from Barnard College, awaiting the building of their own dormitory; a number of women doing graduate work in other departments of the University; several instructors and officers of Teachers College and the Horace Mann School, and a large number of professional and business women not connected with the University—writers, artists, teachers, secretaries, and thirty-five trained nurses.

To help bind these many elements into an harmonious whole, a self-government association was formed last autumn, under the name of the Whittier Hall Association. The officers consist of a house president, a secretary, and an executive committee composed of one or two representatives from each floor. This committee meets regularly in conference with the Advisory Committee, consisting of the Head of the Hall, the Directress and her

assistant; and at stated times the House President calls meetings of the entire association, when all matters of importance to the house as a whole are brought up for discussion and decision. Besides the passing of regulations concerning the general conduct of the life in the house, the committee has in charge, through sub-committees, the posting of information concerning churches, lectures, art exhibitions, the opera, plays, and places of interest in and about New York City; it supplies the house with magazines, purchased by levying a small tax upon each resident; it maintains the daily devotional service for the house; it arranges the house dances, receptions and teas, and in all ways seeks to promote the happiness and welfare of the residents. Among the social events that have been undertaken already by the committee are the parties on All-hallowe'en, Thanksgiving and Christmas, and two "short and early" dances. These gatherings are occasionally varied by music by some member of the household or outside friend, and on two occasions there have been short talks. One evening Miss Pettee and Miss Stone told of their work among the mountain whites of Kentucky; and on another evening Rev. Edward Ware, of Atlantic University, spoke on work among the negroes. Following these gatherings, on Sunday evenings, are two Bible classes, which meet at eight o'clock. These classes are under the auspices of the Phillips Brooks Guild of Teachers College, which has an attractive room on the eighth floor. At all times this room is open to all residents of the Hall. The Zeta Theta Pi and Delta Sigma fraternities also have their headquarters in the Hall. The Whittier Hall Orchestra deserves mention among the social factors of the dormitory life. This comprises seven mandolins, three violins and three guitars, and will be increased in number shortly. Early in December the Orchestra played several numbers at an entertainment given in the interest of the Phillips Brooks Guild and did most creditable work.

Two of the most important elements of the household life are the house-nurse and the infirmary. The value of these to the general welfare is inestimable, and the good average health is undoubtedly due to the means thus provided for preventing slight illness from becoming serious. These, as well as many other things that make the Hall desirable as a living-place, are supplied by the kindness of interested friends outside.

Department of Secondary Education.—Upon the requisition of the department there have been added to the Bryson Library a number of recent German publications that illustrate the "reform method" of language teaching in German secondary schools, and two comprehensive works by Klöpper, "Englische und französische Real-Encyclopädie."

General Notes.—Mrs. Ella A. Richards, one of the chemists on the Massachusetts State Board of Health and a lecturer in domestic science at Teachers College and the Massachusetts Institute of Technology, has just arranged in the Educational Museum an exhibit in model housekeeping.

The Teachers College committee to arrange the educational exhibit for the St. Louis Exposition consists of Professor David E. Smith of the Department of Mathematics, chairman; Frank A. Parsons of the Department of Fine Arts in the Horace Mann School, Louis Rouillion of the Department of Mechanical Drawing, and Clyde Furst, the college secretary.

In addition to the extension courses in Brooklyn and in Newark, established in the early part of the year, there are now in progress extension courses at the Jersey City High School, with lectures by Professor McMurtry, of the Department of Elementary Education; at the New York Normal College, with lectures by Professor Thorndike, of the Department of Educational Psychology; at the New York City College and at the Brearley School, with courses by Dr. Bahlisen, Lecturer on Methods of Teaching French and German.

A series of free public concerts and lectures on Wednesday afternoons at the College has been well attended and much appreciated. The lecturers have been: Hon. Samuel T. Lindsay, Commissioner of Education for Porto Rico, who spoke on educational conditions in that island; Dr. Frederick H. Sykes, of the American Society for the Extension of University Teaching, who lectured on Thomas Carlyle; Dr. Wallace Buttrick, secretary of the General Education Board, who spoke on the work of that body; Dr. Walter L. Hervey, examiner for the Board of Education, New York City, who spoke about teaching in the New York public schools; and President Charles W. Dabney, of the University of Tennessee, who spoke on the rural schools in the South.

The following members of the Faculty have recently delivered addresses: Dean Russell, at Cornell University, on "The aims of secondary education"; Professor Wood, at Mt. Holyoke College, on "Health and human efficiency"; Professor Monroe, at Vassar College, on "The rise of the modern school"; Professors McMurry and Richards, at a meeting of the Association of Superintendents of Virginia Schools, on "Elementary education" and on "Manual training"; Professor Sachs, at a meeting of the Connecticut Association of Classical and High School Teachers, at Hartford, on "Problems of secondary education." Professor Lloyd addressed the Society for the Preservation of Wild Flowers, at Washington; and Dr. Bahlsten spoke before the Union of German Students in America, the Clef Club of New York, the New York Association of High School Teachers of German, and the Romance and Germanic Clubs of Columbia University.

Teachers College will be represented on the faculties of the summer sessions of a number of universities. Professor Smith, head of the Department of Mathematics, will lecture at the Harvard Summer School; Professor Monroe, of the Department of the History and Philosophy of Education, will lecture at the summer school of the University of California; while Professor Richards, of the Department of Manual Training, Professor Thorndike, of the Department of Educational Psychology, Professor Dodge and Miss Kirchwey, of the Department of Geography, and Professor Farnsworth and Miss Hofer, of the Department of Music, will all give instruction at the Summer School of the South, at the University of Tennessee.

SUMMER SESSION

Plans for the summer session of the University for 1903 have been made in accordance with the demands of the students and after a careful study of the work of the sessions of the three preceding years. Courses will be offered for the first time in anthropology, economics, geology, music and physiology. It is worthy of note that these courses increase in marked degree the opportunities for scientific work. In subjects given in previous years, courses have not only been changed but, with few exceptions, largely increased. An en-

deavor has been made to coördinate the work of the summer session as closely as possible to the regular work of the academic year; the purpose being to dignify the study of the summer student by giving it academic importance and to secure an attendance for a series of years.

The instructors in the summer session of Columbia University have always been experienced teachers who give similar courses in the regular academic work. Thus far they have been drawn almost wholly from Columbia. A special feature of this year's session will be the addition to the teaching force of instructors from other universities. Professor Joseph Jastrow, of the University of Wisconsin, will give courses in psychology; Professor Wilbur Lucius Cross, of Yale University, in English; Miss Mary Anderson, of the University of Chicago, in nature study; and Dr. Henry S. Curtis, of the DeWitt Clinton High School, will lecture on vacation schools and children's playgrounds, and on university extension work. The additions from the staff of Columbia University are: Professors Livingston Farrand, Frederick J. E. Woodbridge, Amadeus W. Grabau, and Charles H. Farnsworth, Dr. Burton-Opitz and Mr. Alvin S. Johnson. A special course of thirty lectures on "The educational problem in the Philippine Islands" will be given by Mr. Fred. W. Atkinson, General Superintendent of Education in the Philippines.

The public lecture course will be of unusual interest, and will include lectures on "The psychology of the deaf and blind, with special reference to Helen Keller," by Professor Jastrow; "Liberal education," by Professor Woodbridge; "The origin of the Great Lakes, and the life history of Niagara Falls," by Professor Grabau; "Some old opinions of the novel," by Professor Cross; "Persia old and new," by Professor Jackson; "Mediæval history," by Dr. Shotwell; "The architecture, sculpture, and historic sites of New York and vicinity, including West Point and the Washington Irving region at Sleepy Hollow," by Mr. Kellogg; and "Gold and silver assays," by Professor Miller.

Details regarding the new summer courses in medicine will be found above, p. 22.

SUMMARIES OF UNIVERSITY LEGISLATION

THE TRUSTEES

December Meeting.—The President announced the death of Professor Rood, and the following minute was adopted:

The death of Ogden Nicholas Rood, for thirty-eight years Professor of Physics in this University, which occurred on November 12, closes the academic career of a great scholar who became one of the most advanced and best known of investigators in the domain of physical science. Professor Rood's entire life and interest were bound up in the University and in his laboratory, and his single-minded devotion to his scientific work is worthy of all praise.

The thanks of the Trustees were voted to Mr. F. Augustus Schermerhorn for his gift of \$315, to be used for the purchase of microscopes, crystal models, and other needed apparatus for the Department of Mineralogy.

The President reported that he had designated the Bursar as Chief of the Bureau of Supplies; and the sum of \$350 was appropriated for the wages of an additional office boy in the office of the Bursar.

Edward L. Thorndike, Adjunct Professor of Genetic Psychology in Teachers College, was assigned a seat in the Faculty of Philosophy. The appointment of A. S. Chittenden, M.D., to be Assistant in Pathology from November 1, 1902, for the remainder of the academic year, *vice* Cyrus West Field, M.D., resigned, was confirmed. The resignation of Professor James H. Hyslop was accepted, to take effect June 30, 1903, with leave of absence for the remainder of the academic year.

January Meeting.—The Clerk announced the death of Mr. William C. Schermerhorn, Chairman of the Board, and the following minute was thereupon adopted:

In recording the death of Mr. William C. Schermerhorn, the Chairman of the Board, the Trustees desire to make formal acknowledgment of his services to the University and to give expression to their personal feeling of respect and affection.

Graduated from Columbia College sixty-three years ago, he has been one of its Trustees for forty-two years, and for the past ten years has been Chairman of the Board. In the remarkable development of the institution during that long period of time he has taken a deep interest and an active part. Acquainted as few other men have been, not only with its history, but with the details of its financial and educational administration, he has been in the heartiest sympathy with every wise plan for its enlargement and its increased efficiency. His alertness of mind, his sound judgment, his cultivated taste, his progressive spirit and his loyal and untiring devotion to the interests of the University have been of the greatest possible service in the critical years through which it has safely passed, while his presence at the head of this Board has done much to inspire public confidence in the wisdom of its management of the great trust committed to it. Always ready by well-timed and judicious gifts to meet the need of increased resources, he has been one of the most constant and generous benefactors of the University, the building which bears his name representing only in part his numerous contributions.

Meanwhile his never-failing tact, geniality and courtesy have greatly endeared him to all his associates.

By the death of Mr. Schermerhorn the University has been de-

prived of one of her most loyal and devoted sons, whose liberality on behalf of his Alma Mater was unstinted, and whose interest in her welfare and advancement was un-failing.

The Trustees direct this minute to be entered upon their records as an expression of their appreciation of the character and services of their associate, and of their sympathy with the members of his family.

Mr. Pine was reelected Clerk of the Board; and Mr. Cammann was elected to succeed Mr. Parsons on the Committee on Finance; Mr. F. A. Schermerhorn and Mr. Cutting to succeed Mr. Smith and Mr. W. C. Schermerhorn on the Committee on Buildings and Grounds; the Rev. Dr. Dix to succeed the Rev. Dr. Vincent on the Committee on Honors; and Mr. Parsons to succeed Mr. Pine on the Committee on Education.

A contract between the Alliance Française and the University providing for the establishment of courses of lectures on the French language, literature and history, and for the examination and certification of teachers of French, was approved and ordered to be executed.

In response to an invitation from the Trustees and Faculty of Indiana University, which was accepted, the President was authorized to designate a representative to attend the installation of William Lowe Bryan, Ph.D., as President of the Indiana University, on January 20 and 21.

The annual reports of the committees on Buildings and Grounds, on the Library, and on Education, were presented.

An additional appropriation of \$3,140 was made for supplies for the year 1902-03; and the appropriation in the budget for the current

year of \$1,000, for the salary of organist in the chapel, was made available also for the purchase of an organ.

As a memorial to the late Stephen Whitney Phoenix, the research laboratories in the Department of Physics were named the "Phoenix Physical Laboratories."

The President was authorized to make arrangements for summer courses of instruction in medicine during the summer of 1903 and thereafter, upon condition that such instruction be arranged for without cost to the University.

Joseph John Thomson, D.Sc., F.R.S., was appointed Professor of Physics and Director of the Phoenix Physical Laboratories; and Charles Lane Poor, Ph.D., was appointed Lecturer in Astronomy for the academic year 1902-03. The appointment of Dr. Linnæus E. La Fetra to be Instructor in the Department of the Diseases of Children and Chief of Clinic for the remainder of the academic year, *vice* Dr. Francis Huber, resigned, was confirmed. The title of Professor James E. Russell was changed from Professor of the History of Education to Professor of Education. The resignation of William A. Keener as Kent Professor of Law was accepted to take effect at the close of the current academic year, June 30, 1903.

February Meeting.—The President announced the death of Mr. Abram S. Hewitt.

Mr. Rives was elected Chairman of the Board.

The President announced a gift from Mr. Joseph F. Loubat of \$100,000 for the endowment of a professorship of American archaeology.

The endowment was accepted with a vote of thanks: and the chair was designated the "Loubat Professorship of American Archaeology." The thanks of the Trustees were also voted to the executors of the estate of Julius Beer, for a gift of \$10,000 for the establishment of the "Julius Beer Lecture Fund," to provide for lectures to be given under the direction of the Faculty of Political Science and to be open to the public; also to the trustees of Temple Emanu-El, for a gift of \$10,000 in commemoration of the seventy-fifth birthday of the Rev. Dr. G. Gottheil, for the endowment of the "Gustav Gottheil Lectureship in Semitic Languages"; also to Mr. Wm. G. Low, for a gift of \$250 for the purchase of books upon maritime and international law; also to Messrs. Hendricks Brothers, for a gift of \$100 towards the equipment of metallurgical laboratories; also to Mr. Francis W. Ford, for a gift of a map of the College site at Park Place.

The Committee on the Library submitted a design for the Illig Medal, which was approved.

The Committee on Finance submitted its annual report with recommendations for appropriations for the ensuing fiscal year.

The President submitted the annual reports of the Vanderbilt Clinic and of the Sloane Maternity Hospital.

The President reported that Professor Joseph J. Thomson, of the University of Cambridge, had declined the appointment of the Trustees as Professor of Physics and Director of the Phoenix Physical Laboratories.

The President reported leaves of

absence to Professors John K. Rees, Edmund B. Wilson and A. V. W. Jackson for the remainder of the college year.

The following appointments were confirmed: Tracy Elliot Hazen, Ph.D., as Tutor in Botany in Barnard College, *vice* Louise B. Dunn, deceased; Homer Doliver House, B.S., as Assistant in Botany, *vice* Tracy Elliot Hazen, promoted; and Maurice Joseph Thompson, A.B., as Assistant in Mathematics, *vice* David H. Pollard, resigned.

Marshall H. Saville, Curator of Archaeology in the American Museum of National History, was appointed Loubat Professor of American Archaeology.

THE UNIVERSITY COUNCIL

November Meeting.—The members of the University Council representing the Faculties of Philosophy, Political Science and Pure Science, were constituted a Standing Committee on Higher Degrees, to consider and act upon the following matters: (1) petitions for acceptance as candidates for the degrees of Master of Arts and Doctor of Philosophy, or either of them, under irregular conditions; (2) petitions to be permitted to present to the Library fewer than 150 copies of the Doctor's dissertation; (3) petitions for extension of time in which to complete the requirements for the degree of Doctor of Philosophy; and (4) recommendations for the degrees of Master of Arts and Doctor of Philosophy made by the several faculties. It was voted that the Secretary of the Council should act as Secretary of this Committee, and that the Committee be required

to report its action to the University Council for record.

The special committee on changes in the academic calendar presented the following report:

The Committee have given careful consideration to the questions involved in the making of an academic calendar, from the view-point of the University as a whole, and with regard to the best and highest interests of both teachers and students. They are of opinion that the time now devoted to instruction during the calendar year may be somewhat increased, and they have agreed upon a plan by which such an increase may be brought about. It is felt by the Committee that one objection to the present calendar is that it makes different academic years of differing lengths, and that, under existing rules, there is often an undesirable, but unavoidable, difference in length between the two parts into which each academic year is divided. The Committee propose a plan by which each academic year will be of one and the same length, and by which each academic year will be divided into two parts, giving as nearly as possible the same number of days in each for instruction.

It would be highly desirable if some or all of the separate and isolated holidays as they now exist could be stricken from the calendar; and, with a view to making this possible, the Committee recommend that the Council ask the Trustees for an amendment of the Statutes that will place the control of the holidays to be granted in any given academic year more largely in the hands of the Council than is now the case.

In some parts of the University, at least, it is held to be highly desirable—indeed, almost necessary—to provide for a short recess at Easter, to include the days from the Thursday before Good Friday to the Monday after Easter, both inclusive. The proposed amendment to the Statutes which the Committee report is so drawn as to make it

possible, if it should be adopted, for the Council to authorize such an Easter recess for the University as a whole or for any part thereof.

A form of calendar for the academic year 1903-04 was reported, with the following explanations:

It is proposed to base the calendar upon Commencement Day, and to fix Commencement Day at the Wednesday nearest June 11, in each year. It is proposed, further, that the academic year shall open 37 weeks before Commencement Day. In 1903-04, therefore, the opening of the academic year would occur on Wednesday, September 23.

Although the Council has no control over the intermediate examinations, it is believed by the Committee that those faculties under whose control intermediate examinations are held may well be asked by the President to consider whether it is not possible, in the interest of a longer period of instruction, to complete the work of such examinations in a shorter time than two weeks. In the hope that such may be the case, and subject to the action of the faculties concerned, the Committee have inserted in the calendar here recommended a provision by which ten days are allotted to intermediate examinations in such schools as require them.

The proposed calendar was adopted; and it was voted to recommend to the Trustees that chapter 18, section 2, of the Statutes be amended so as to read as follows:

In the discretion of the University Council there may be intermissions of the academic exercises of the University as follows: At Christmas time for a period not exceeding two weeks, at Easter for a period not exceeding four days, and on public holidays established by law, and such days in each year as may be recommended by the civil authority to be observed as days of fast or thanksgiving.

It was voted to recommend to the several faculties that the hour from half past twelve to half past one o'clock, from Monday to Friday, inclusive, be an open hour to be kept free from academic exercises.

Chinese was added to the subjects allowed for the degrees of Master of Arts and Doctor of Philosophy with the value of a major and one minor subject; and Chinese and Coptic were added to the list of minor subjects for the same degrees.

Harry Thiselton Mark, Master of Method in Owens College, Manchester, England, was appointed to a Fellowship in Education.

Professor W. H. Carpenter was elected Secretary of the Council, for the academic year 1902-03.

Professor J. C. Egbert, Jr., was appointed to take charge of Commencement exercises in 1903.

Committees were appointed to consider and report at the next meeting of the Council what celebration, if any, should be held on the 150th anniversary of the foundation of the original college, in 1904; to report to the Council a list of those institutions whose baccalaureate degree shall be accepted as the basis for graduate work; and to draft regulations for the award of the international fellowships for study in France.

FACULTY OF POLITICAL SCIENCE

October Meeting.—"The interests of the United States in the West Indies" was designated as the subject for the Bennett Prize Essays for 1903.

December Meeting.—It was voted that, in applying the rules regarding

choice of subjects for the higher degrees, courses 6 and 7 in Public Law (History of European and American Diplomacy) may be counted either as Public Law courses or as History courses.

TEACHERS COLLEGE FACULTY

December Meeting.—The existing requirements for the attainment of the Bachelor's Diploma for teaching in elementary schools, were increased by the regulation that candidates shall take a course in the Theory and Practice of Teaching Nature Study, English, Geography, History, or Mathematics in Elementary Schools, and shall also elect one or more of these courses, omitting the practice teaching.

A new professional course was established to train teachers of physical education in elementary and secondary schools. For admission to this course the student must have completed a satisfactory course in an approved secondary school, and a course of collegiate or technical training during a period of at least two years following. The course requires of all candidates the Elements of Psychology, Child Study, Physiology and Hygiene, Special Gymnastics, Applied Anatomy and Physiology, and Bacteriology in the Junior year; and the History and Principles of Education, Theory and Practice of Teaching Physical Education, School Hygiene, the History of Physical Education, and Anthropometry in the Senior year. From three to six points elective are also included in each year.

STUDENT LIFE

The half-year just ended has been characterized by steady and consistent activity in nearly every branch of undergraduate life. The clubs and debating societies are all doing well, and the social and literary interests have not been neglected.

One of the most prominent events of the second half-year will be the annual **Varsity Show**, which is to be presented at Carnegie Lyceum during the entire week of March 16. The play selected is "Her Majesty's Mischief Makers," a comic opera in two acts. The book is by Edgar Allen Wolff, 1901; the lyrics by Arthur G. Hays, 1905 L., and the music by Clarence J. Penney, 1901. The piece is fully up to the standard of former Varsity shows, the music being especially catchy. Rehearsals are now going on under the direction of Mr. R. O. Jenkins, with the following cast:

Florizella.....M. C. Hasell, '06
(the Queen)
Petrella.....G. F. Bambach, '03
Titella.....C. Merritt, '04 S.
Mirella.....R. K. Wuppermann, '04
Vitella..H. J. Bartholomae, '03 L.
Kiley.....L. G. Spence, '05
Sambo.....A. R. Camp, '04 S.
Van Rensselaer. H. C. Adams, '04 L.
Patsy.....H. W. Stanley, '03
Ima Lone.....G. Wood, '05
Casimir.....W. J. Mitchell, '05
Specialty Acts.—J. G. Ray, '05 L.,
M. Hardman, '05 L., and H. S.
Osborne, '03 S.

The management of the show is in the hands of Roi Cooper Megrue, 1903, and several innovations will be introduced. It is planned to have special nights for alumni, under-

classmen, and members of King's Crown. This society is responsible for the show this year, and it is hoped that this fact will make the presentation more of a success, both financially and socially, than heretofore. The music for the production will be furnished by the Philharmonic Orchestra, under the leadership of Mr. Hinrichs.

The semi-monthly meetings of **King's Crown** have been full of interest and good fellowship and as a rule well attended. On Thursday evening, January 8, Mr. Joseph Bishop, editor of the *Commercial Advertiser*, spoke on "Modern Journalism" and gave some interesting personal reminiscences. At recent meetings the policy of having general discussion of prominent undergraduate problems has been inaugurated. A plan has been suggested of devising some award from the society for student work along lines other than athletic. It has often been thought that debating and chess teams, etc., should be rewarded by some insignia, provided that confusion with athletic insignia be avoided. A committee has been appointed by the Crown to investigate the plan, and some definite action may be expected soon.

The meetings of the **Deutscher Verein** continue to be imbued with good Columbia spirit and *Gemütlichkeit*. The society meets on alternate Mondays in its rooms in West Hall, where the evening is spent in listening to a short address by some prominent speaker, followed by songs and toasts.

The *Société Française* is holding its meetings regularly, with good attendance. The custom of producing a French play in conjunction with the Barnard Society having been abandoned, some standard play will be presented by the members of the Columbia Society alone. No definite arrangements, however, have yet been made.

The *Debating Union* has not been idle, and although Columbia will have but one inter-collegiate debate this year, the Union has arranged a program of society debates which will scarcely allow debating interest to lag. On January 14 the Barnard Literary Society met and defeated the Philotechnian Society of Williams College, and on February 23 the Philolexian Society will meet Hamilton College in Clinton. On the following Saturday Philolexian will debate the Literary Society of the Twenty-third Street Branch Y. M. C. A. in Association Hall. The inter-class debate will be held in March and the annual Philolexian-Barnard contest early in April.—The inter-collegiate debate with Cornell will be held in Carnegie Lyceum on April 3. The question will be: "Resolved, that a system of electing United States Senators by popular vote would be preferable to the present method of election." About forty men have responded to the call for candidates and are at work under the supervision of Mr. Ringwalt. The prospects for a winning team are excellent.—The Union has entered into a two years' agreement with the University of Michigan for a debate in Ann Arbor in December, 1903, and a return contest in New York in March, 1905,

and is about to take up the matter of a tri-party agreement with Cornell and Pennsylvania.—The preliminary trials for the George William Curtis Medals will be held in Earl Hall on February 28. The trials will not be open to the public. Up to the present time it has been impossible to get a definite idea of the number of men intending to compete, but it is likely to be large. March 25 has been set as the date of the final public contest.

The *Publications* continue to complain about the scarcity of literary men among the undergraduates, but in general, a good quality has been maintained. *Spectator* continues to furnish the news of the university while it still is news. Editorially the paper continues to be conservative although when occasion demands it expresses fearless criticism. C. LeRoy Hendrickson, 1903, has resigned as editor-in-chief, and Roscoe Crosby Gaige now directs the policy of the paper.—The *Literary Monthly* has had a most successful year thus far. The stories and verse are of a creditable quality and the book reviews remain an interesting feature. Some censure has been heard to the effect that *Lit.* has not adhered strictly to tradition in its editorial attitude, but the policy of abandoning the old oracular and somewhat haughty character of criticism in favor of spirited discussion of student matters seems to have been eminently successful. A series of articles by prominent alumni promises to be an interesting feature.—*Jester* has been quite successful at being funny. The last issue was a double Valentine number. The drawings con-

tinue to be one of the best features. —*Morningside* has improved since the first of the year, but it has hardly succeeded in living up to its traditions. Most of the articles continue to be written by members of the board.

The 1904 *Columbian*, after innumerable delays, has made its appearance. Several changes have been introduced. The book is square in shape, bound in flexible calf, with divinity circular edges, and is printed on antique paper. There are a number of excellent drawings and half-tones. An *edition-de-luxe* has been prepared, limited to thirty numbered copies, and sold at \$5.00. The regular edition remains at the old price, \$1.50. The book is dedicated to President Butler.

The usual activities have been carried on among the **Classes**. The Seniors have chosen class day officers, as follows: Valedictorian, Gerald Stuart O'Loughlin; historian, Richard Compton Harrison; presentation orator, Roi Cooper Megrue; yew tree orator, R. B. Bartholomew; poet, A. Davis; prophet, Roscoe Crosby Gaige. Marcellus Hartley Dodge is senior president. The annual **Junior Ball** was held at Sherry's on January 16, and proved a typical Columbia affair. The patronesses numbered 150.

The **Chess Team** succeeded in winning the inter-collegiate championship in the tournament held in New York on the last three days in December, defeating Harvard, Yale and Princeton. Columbia was represented by F. H. Sewall, H. A. Keeler, G. W. Tucker, and C. B. Barshell. The final score was as follows:

	Won	Lost
<i>Columbia</i>	7½	4½
<i>Yale</i>	7	5
<i>Harvard</i>	6	6
<i>Princeton</i>	3½	8½

The fifth annual cable chess match with Oxford and Cambridge for the Isaac L. Rice trophy will take place in April. Columbia has two men, Sewall and Keeler, on the team, with Tucker as an alternate.

A **Whist Team** has been organized this year, and a dual match is to be played with Yale on February 14. A team will also enter the contest for the inter-collegiate trophy, held in New York in March.

D. C. B.

The **Columbia University Graduate Club** is composed of men holding a baccalaureate degree who are seeking the degree of Master of Arts or Doctor of Philosophy. It aims to promote social intercourse, academic interest, university spirit, and discussion of problems in graduate study at home and abroad. The advantages of the club are apparent and merit the support of Columbia graduate students and professors. At the opening of the academic year the club was favored with a most helpful address by President Butler on "The aim, method and scope of graduate study in America." Refreshments and social intercourse followed the address. Doctor Lyman Abbott at the December meeting addressed a large and appreciative audience at Earl Hall on "The labor problem." After the address, in conjunction with the Women's Graduate Club of the University, a reception with refreshments was tendered the distinguished speaker and a delightful social evening ensued. At Earl

Hall during the holidays the club entertained the annual convocation of the University Graduate Clubs of America. The convention was well attended by representatives from Harvard, Yale, Princeton and other leading institutions of the country. Valuable papers and helpful discussions were presented on Seminar methods at various institutions, migration of university students, intercommunication of thesis subjects through the publication of a Graduate Hand Book, and benefits accruing from the more intimate association of graduate students and the closer federation of graduate clubs and university authorities. The policy of the club is to federate the various graduate student organizations of the University into one representative body, worthy of the historic traditions and commanding position of Columbia in the university world. To this end the program of meetings will continue to show the names of leading representatives of contemporaneous thought in the world of science, literature, art, education, sociology and reform. Members of the faculties of Columbia and other leading institutions will be invited to participate in the meetings, and no effort spared to render the Graduate Club in every sense a true exponent of Columbia University spirit. The following officers of the club were elected at the opening of the year: Frederick A. Cum-

tings, President; W. K. Boyd, Vice-President; John Lee Brooks, Secretary, and C. C. Henson, Treasurer.

The following resolutions were recently adopted by the **Women's Graduate Club** in recognition of the services rendered by Mrs. Bryson.

Whereas, during the year in which Mrs. Bryson acted as Secretary of the Women's Graduate Club, each student recognized her cordial interest in friends and strangers alike and her hearty efforts to assist all who came to her; and

Whereas, the club owes much of its vitality and prosperity both to her active participation in all the details of club life, and more especially, to the helpful mutual understanding which through her has been established between the University and the club, by means of which the club instead of occupying its former cramped quarters now enjoys the hospitality of Earl Hall; and

Whereas, despite this general appreciation there has been as yet no expression of it by the club as a body; therefore,

Be it resolved, that the club now express to Mrs. Bryson its sincere gratitude for and appreciation of her efforts and their results, realizing that her earnest and sympathetic work has done much to make the woman graduate students feel themselves a vital part of the University and to bring them into the bonds of a genial and helpful camaraderie; and

Be it further resolved, that a copy of these resolutions be sent to Mrs. Bryson and to the President of the University.

ATHLETICS

Basketball, hockey, and track athletics are just now especially prominent, while crew and baseball team are beginning hard and regular practice. The **Basketball Team** started strongly in the intercollegiate schedule, but was defeated by Yale on January 23 and February 10. The team has been playing well throughout the season, and may be expected to made a strong bid for the intercollegiate championship. The scores of games played thus far are as follows:

January 13,	Columbia.	. . . 31	Princeton	. . . 16
" 18,	"	. . . 29	Cornell.	. . . 23
" 23,	"	. . . 13	Yale.	. . . 14
February 7,	"	. . . 14	Harvard.	. . . 13
" 10,	"	. . . 16	Yale.	. . . 22
" 13,	"	. . . 19	Harvard.	. . . 11

The **Track Team** has arranged for an extensive indoor season. A series of indoor games has been started, to be held Wednesday of each week in the gymnasium throughout the rest of the college year. Trainer Hjertberg is working with a large number of good candidates. During the winter the relay team will meet teams from most of the other universities in the various armory games. On February 28, the Columbia Track Athletic Association will hold its third annual indoor games in the 22d Regiment Armory. Some event is scheduled for nearly every week until the intercollegiate meet on May 29.

The work of the **Hockey Team** has not been entirely satisfactory, at least in so far as the intercollegiate series is concerned, in which the team has suffered three defeats and played one tie game.

Practice has been made easier by the construction of an outdoor rink on South Field, but the weather has not often been favorable for its use. A second team, composed of men who have not played on the first seven, has been formed.

The **Gym Team** was defeated in the dual competition with Yale held in the gymnasium on February 6, by a score of 31 to 24. The work of the team was very creditable, but the loss of W. L. Benham, 1903, who was expected to win first place on the parallel bars, caused a severe handicap.

In **Water Polo and Swimming** Columbia has been very successful. The intercollegiate water polo games are being played in the tank of the N. Y. A. C. this year, and Columbia's team will play the championship game with Harvard on March 14. The team is fortunate in securing Joe Ruddy, of the N. Y. A. C., as coach. In individual swimming events, the men have been successful in most of the races they have entered. On January 31, Yale was defeated in a relay race. The time, 3 minutes, 19 2-5 seconds, was the fastest ever made in a 300-yard race with four men, each swimming 75 yards. A series of semi-monthly handicap contests is being held in the gymnasium tank.

The **Lacrosse Team** has been practising regularly on West Field. The schedule of games has been arranged, the opening contest being on April 4. Mr. Allan, goal keeper of the Toronto Lacrosse team, will act as coach.

The Fencers have not been idle, and on February 14 the team begins its regular schedule with a dual meet with Harvard. Mr. Murray is acting as coach.

The work of the 1903 Crews was given an enthusiastic start at a large mass-meeting held in Earl Hall on January 14. Dean Van Amringe presided and a number of the old crew men, including Pierrepont, Irvine, Nash, Jackson, Putnam and J. A. B. Cowles, spoke. The exact situation of Columbia's rowing interests was explained and the needs and prospects for the coming season were set forth. The meeting was very hopeful and encouraging for a successful season. Coach Hanlon seems pleased with the work of the candidates for both Varsity and Freshmen crews. The machines have been placed in new

quarters beneath Schermerhorn Hall, where the ventilation is better than in the old room. With the new boathouse on the Harlem every facility will be at hand when the crews are ready to go on the river.

Baseball promises to become more prominent than usual this year. Manager Hendrickson has announced an excellent schedule, with several extended trips. An innovation is the establishment of a schedule for a second team. Practice has already begun in the cage in the gymnasium with a large number of good men from last year. No definite announcement of a coach has yet been made. Twenty-nine games are to be played, beginning on April 1. Six of these will be home games, and eleven will be played in New York.

D. C. B.

THE ALUMNI: NECROLOGY

BARTOW, Rev. Evelyn Pierrepont, A.B., 1869, A.M., 1872, died in Utica, N. Y., on October 17, 1902, after a year's illness. Mr. Bartow was born in Brooklyn, June 13, 1846, received his preparatory training at Dr. Huntington's Grammar School, graduated from Columbia College in 1869 with the degree of Bachelor of Arts, and three years later he received the degree of Master of Arts from the same university. After graduating from the General Theological Seminary in New York City, he was ordained deacon by Bishop Potter, June 30, 1872, and was made priest in 1873. On August 8, 1872, he was made assistant of Mount Calvary Church, Baltimore, and was elected assistant priest, July 24, 1873. Later Mr. Bartow became Rector of the Church of the Holy

Comforter in Rahway, N. J., and he also became Assistant Rector of St. Stephen's Church in Providence, R. I. For the last seven years Mr. Bartow had been residing in Utica, N. Y. In 1881 he married Mary Hurst, who died two years later. A brother and a sister survive him.

BECK, William Preston, A.B., 1868, died during the year.

BRADY, Dr. Frederick L., M.D., 1899, died from typhoid fever in St. Luke's Hospital, New York City, December 24, 1902. Dr. Brady was a member of the Rough Riders during the Spanish-American War, and took part in the engagements at Las Guasimas, San Juan Hill, and Santiago. Dr. Brady was thirty years old.

BRADY, James M., A.B., 1868, died

in New York City on July 2, 1902, aged 55.

CADY, Rev. Hamilton, A.B., 1885, died at New Canaan, Conn., June 26, 1902.

CASTNER, Hamilton Young, School of Mines, 1875-1878, died at Saranac Lake, N. Y., on October 11, 1899. Cf. *QUARTERLY*, Vol. V, No. 2, p. 212.

DORAN, Charles Edmund, a member of the fourth year class of the College of Physicians and Surgeons, died January 7, 1903, at Roosevelt Hospital. Mr. Doran was a resident of Sidney, Nebraska.

DUNN, Louise Brisbin, A.B., 1897, A.M., 1899, died suddenly of heart disease on December 18, 1902. Miss Dunn graduated from Barnard College in 1897, received her degree of Master of Arts from Columbia University in 1899, and for the last two years had been a tutor in the Department of Botany in Barnard College.

EARL, Robert, LL.D., 1887, died December 2, 1902, in Utica, N. Y., after a ten days' illness caused by paralysis. Robert Earl was born in Herkimer, N. Y., September 10, 1824. He was prepared for college in the Herkimer Academy and graduated from Union College, Schenectady, in 1845, later receiving the honorary degree of LL.D. from Columbia University in 1887. For two years after graduation Robert Earl was principal of the Herkimer Academy, and then choosing law as his profession, he was admitted to the bar in 1848. He then successively held the positions of Editor of the Herkimer Democrat, Supervisor, County Judge, and Surrogate of Herkimer County. In 1869 Judge Earl was elected a Judge of the

Court of Appeals, and he held this position until 1895. Judge Earl was the founder of the Herkimer Library and of the Herkimer Historical Society.

EMMET, Richard Stockton, A.B., 1839, died in New Rochelle, N.Y., on November 23, 1902. Mr. Emmet, who was of distinguished Irish descent, graduated from Columbia College in 1839, and upon being admitted to the bar became one of the foremost members of his profession. Mr. Emmet married Miss Catherine Temple of Albany, who died seven years ago.

FANNING, William, Jr., A.B., 1870, LL.B., 1871, died during the year.

FISH, Nicholas, A.B., 1867, died in New York City on September 16, 1902. Mr. Fish, who graduated from Columbia College in 1867 and from the Harvard Law School, held the following positions in the United States Diplomatic Service: 1871-1874 Second Secretary of Legation at Berlin, 1874-1877 Secretary of Legation at Berlin, 1877-1881 *Chargé d'affaires* to the Swiss Confederation, 1882-1886 Minister to Belgium. In 1866 Mr. Fish came to New York and entered the banking business. Mrs. Fish, *née* Clemence S. Bryce, survives him.

GARTH, Charles M., A.B., 1870, died in Louisville, Ky., on February 26, 1902.

GRASSE, Henry, LL.B., 1875, died in New York City on December 1, 1902, after a five weeks' illness, at the age of forty-eight. Mr. Grasse, who was prominently identified with Republican politics, was associated with Recorder Goff as counsel for the Lexow investigation in 1894, and was a candidate for the position of Judge of the City Court in 1891.

GUERNSEY, Joseph Reynolds, A.B., 1886, LL.B., 1889, died in New York City in December, 1902. Mr. Guernsey, who was a prominent lawyer, was a member of the Alpha Delta Phi Club and of the Bar Association of New York City.

HALL, Edward Fernor, A.B., 1872, died of cancer in Roosevelt Hospital on October 7, 1902.

HARVEY, Alexander, LL.B., 1884, died in New York, September 26, 1902.

HERRMANN, William Mark, a member of the Freshman Class of Columbia College, died on February 5, 1903, after a short illness.

HEWITT, Abram S., A.B., 1842, LL.D., 1887, died in New York City on January 18, 1903. Cf. *QUARTERLY*, Vol. V, No. 2, p. 191.

HOLLY, Charles F., Jr., A.B., 1878, died at Olean, Colo., last August.

HUMPHREYS, Willard, A.B., 1888, A.M., 1889, LL.B. and Ph.D., 1890, M.D., New York University, 1890, died at Princeton, N. J., September 26, 1902, at the age of thirty-five. Professor Humphreys was appointed instructor in Latin at Princeton in 1892, Assistant Professor of German in 1894, and Professor of German in 1897, a position which he held until his death. Cf. *QUARTERLY*, Vol. V., No. 1, pp. 45-47.

INGERSOL, William Halsey, died at his home in Northport, N. Y., at the age of fifty-nine. Mr. Ingersol was an assistant in engineering at Columbia University from 1875 to 1878, and assistant in mechanics and astronomy from 1878 to 1881. He retired in 1887 because of ill health.

JACKSON, Oliver Phelps, A.B., 1857, died in Atlanta, Ga., July 19, 1902.

JAMES, Col. Charles F., LL.B.,

1879, died on February 19, 1903, at Highwood, N. J., of pneumonia. Mr. James, who was a member of the law firm of Dittenhoeffer, Gerber, and James, was born in Hamilton, Hudson County, N. Y., on July 12, 1855. He graduated from Hamilton College in 1876 and from the Columbia Law School in 1879. He was successively counsel for the Commissioner of Immigration and Assistant Attorney General. A widow and two children survive him.

KNOX, James Hale Mason, A.B., 1841, A.M., 1844, S.T.D., 1861, LL.D., 1885, died in Baltimore, Md., January 21, 1903. Rev. Knox was born in New York City and was graduated from Columbia College in 1841 with the degree of A.B. In 1844, he received his master's degree, in 1861 he received his doctorate of divinity and in 1885 the doctorate of laws. He was licensed to preach by the Dutch Church of New York in 1845, was ordained by the Presbytery of Newton, N. J., in 1846, and during his life held the position of pastor at German Valley, N. J., from 1846 to 1851, pastor of the Reformed Dutch Church of Easton, Pa., 1851 to 1853, of the First Presbyterian Church of Germantown, Pa., 1853 to 1869, and of the Presbyterian Church of Bristol, Pa., 1873 to 1884. In 1883 he was elected President of Lafayette College and held this position until 1890.

MACY, Charles Alexander, 2d, B.S., 1898, died at Mineville, Essex County, N. Y., on August 18, 1901. His record in college was an exceptionally good one, but the strain of preparation for the final examina-

tion broke down his health and he never fully recovered.

MANDEVILLE, Henry Addison, M.D., 1881, died on January 31, 1903, in South Orange, N. J., where he had resided for the last fifteen years. Dr. Mandeville, who entered New York University at the age of thirteen and graduated from the College of Physicians and Surgeons, was born in Newburg on December 16, 1858. After graduation Dr. Mandeville was for two years on the staff of the Presbyterian Hospital in New York and later became associated with Dr. Thomas H. Burchar. In 1887 he married Mrs. Jennie J. Morgan, the widow of one of the owners of the Morgan Steamship Line.

MEYER, Theodore F. H., LL.B., 1865, died at his home in Yonkers, N. Y., February 7, 1903. Mr. Meyers, who was fifty-eight years of age, continued in active practice as a lawyer until a few years ago, when he suffered from a stroke of apoplexy, which paralyzed his right side. A widow, two sons, and four daughters survive him.

MYERS, George Lawrence, A.B., 1893, died at Aiken, S.C., on February 16, 1903, at the age of 31.

McELIGOTT, Henry R., A.B., 1865, died on August 5, 1902, in Pittsburgh, Pa.

NEWCOMB, Dr. Obadiah, A.B., 1840, died in November, 1902.

PECKE, Edward M., A.B., 1846, died in 1897.

REED, Thomas Brackett, LL.D., 1900, died recently in Washington, D. C.

ROBINSON, Robert Emmet, A.B., 1863, LL.B., 1865, died suddenly in his law office in New York City on February 3, 1903. A widow, a son, and a married daughter survive him.

ROOD, Ogden Nicholas, died in New York City, November 12, 1902. Cf. QUARTERLY, Vol. V., No. 1, pp. 47-62.

SCHERMERHORN, William C., A.B., 1840, and Chairman of the Board of Trustees of Columbia University. Cf. QUARTERLY, Vol. V., No. 2, p. 189.

SPEYER, Samuel V., LL.B., 1872, died of apoplexy in the New York Hospital recently. He was a graduate of the Columbia Law School, a member of the New York Bar Association and one of the founders of the Society of Ethical Culture.

STOUT, Wright C. (non-graduate), College, 1886, died at Bloomfield, N. J., June 13, 1901.

STURTEVANT, Horace Richmond, A.B., 1902, died of pneumonia in New York City at the age of twenty-five. Mr. Sturtevant, graduated from Columbia College in 1902, and was at the time of his death a member of the Columbia Law School. He was noted at the University for his many feats of physical strength. He was a member of the *Deutscher Verein* and the *Alliance Française*.

TAYLOR, Herbert H., LL.B., 1883, died in Brooklyn recently at the age of forty-two. Mr. Taylor was a graduate of the Union Theological Seminary and the Columbia Law School, and at different times held the positions of Assistant Naval Officer, Clerk in Kings County Court and Under Sheriff of Kings County.

TIMPSON, J. W., A.B., 1856, died recently.

WELLS, Ida Eloise, A.B., 1898, and Secretary of her class, died at Rahway, N. J., on November 27, 1902.

WHITE, John J., A.B., 1849, died in New York City on December 31, 1902.

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College Arts, Men.....		612	486	783	2109	305	609	163	1382	662	491	318	407	323	476	758	491	681	1205
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Medicine	131	222	789	385	445	661	258	417	285	91	152	605	475	139	145
Agriculture.....	1	106	33	216	460	72	118	456
Art	150	151	145	66	102	45	29
Dentistry	126	112	180	615	403	112
Divinity	198	37	152
Forestry	68	40
Music	102	302	357	565	182	47
Pharmacy	77	166	68	60	206	31
Teachers College.....	†	95	581	†
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Graduate Schools	198	437	557	188	316	90	61	187	93	79	160		108	46	192	125	45	102	346
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Grand Total	3805	5439	5439	3402	5481	2951	1648	686	1493	3764	3505	1408	2289	2875	2578	1377	2020	2884	2816
Teaching Staff	308	196	504	421	533	305	65	145	133	255	280	92	173	285	281	101	170	188	318

* Includes schools of engineering, chemistry, architecture, mines, and mechanic arts.

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